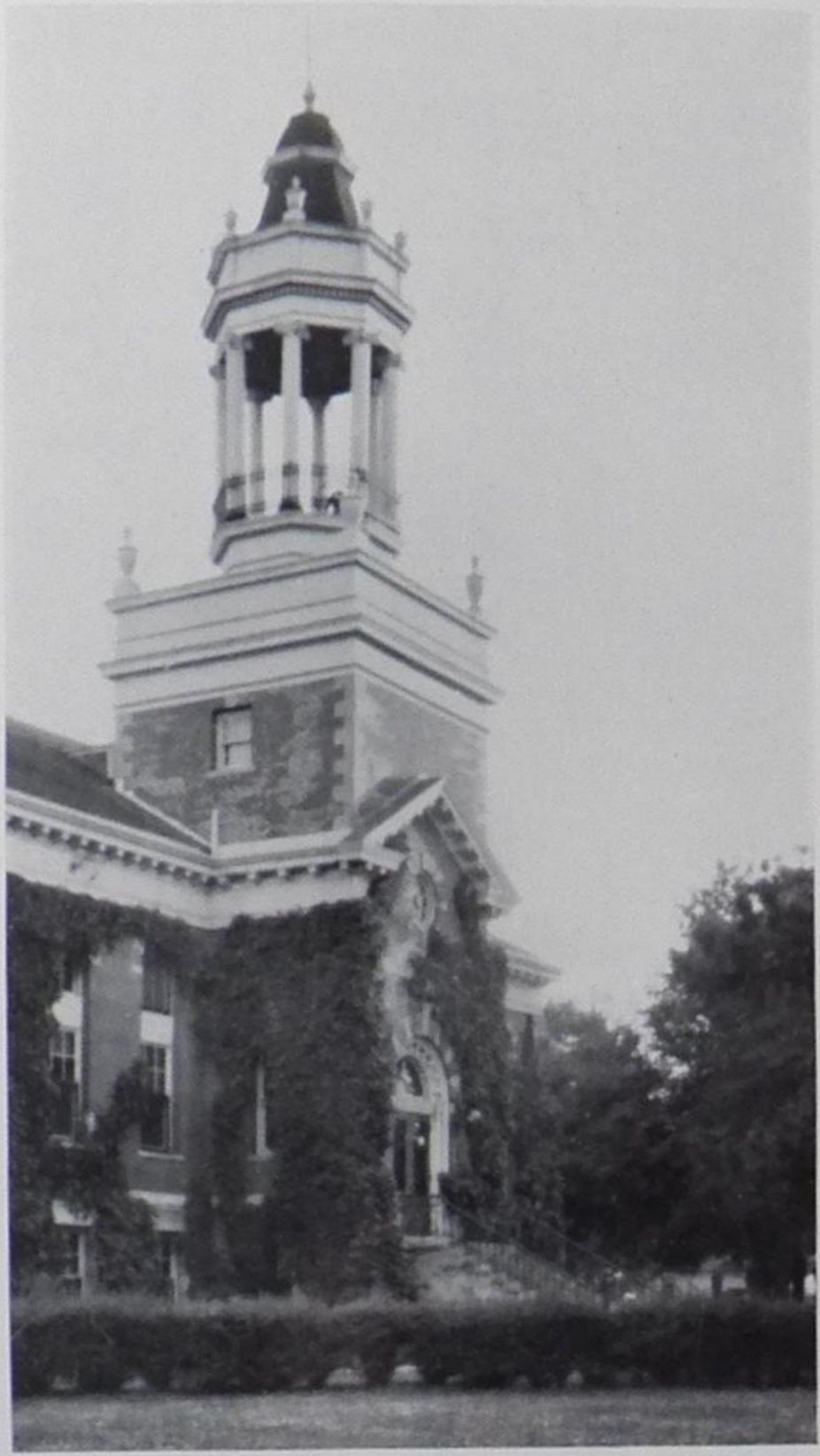
The Frances Shimer School

1929-1930



Metcalf Tower

THE FRANCES SHIMER SCHOOL

[Founded May 11, 1853]

MOUNT CARROLL · ILLINOIS

Junior College for Young Women

College Preparatory School for Girls

1929–30

The School is a Member of the North Central Association of Colleges and Secondary Schools, and of the Association of Junior Colleges

SEVENTY-SEVENTH

ANNUAL CATALOGUE

With Supplement Containing Views
Illustrating the School



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CALENDAR FOR 1929-30

September 11 Wednesday		First Semester Opens
November 28 Thursday		Thanksgiving. Holiday
December 20 Friday, 3:30 p.m.		Christmas Vacation
to		
January 8 Wednesday, 8:00 a.m.		
February 4 Tuesday		Second Semester Opens
February 22 Saturday		Washington's Birthday. Half-Holiday
March 28 Friday, 3:30 p.m.		Spring Vacation
to		
April 9 Wednesday, 8:00 a.m.		
May 11 Sunday		Founder's Day
June 8 Sunday		Sermon before the Graduating Classes
June 9 Monday		Art and Home Economics Receptions
June 9 Monday, 8:00 p.m.		Department of Music Recital
June 10 Tuesday		Class Day, Artist Recital
June 11 Wednesday		Commencement Exercises. Alumnae Dinner

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A.B., Wabash College, 1883; B.D., Baptist Union Theological Seminary, 1887, Graduate Student in History in University of Minnesota, 1895–97; A.M., University of Minnesota, 1897; B.D., University of Chicago, 1897; Pastor, Olivet Baptist Church, Minneapolis, 1887–97; Frances Shimer School, 1897——.

ELSIE MORRISON, S.M., University of Chicago. Dean of Women and Instructor in History of Art.

S.B., University of Chicago, 1905; Graduate, Milwaukee State Normal, 1894; Instructor in Mathematics, Wayland Academy, 1898–1900; Assistant Principal, Pewaukee High School, 1902–4; Graduate Student, University of Chicago, 1905; European travel, Summers of 1909, 1922, 1923, 1924, 1925, 1927, 1928; Columbia University, Summer Session, 1918; University of Chicago, Summer Session, 1919, 1926; Frances Shimer School, 1905——.

FLORENCE TURNEY MCKEE, PH.B., Psychology and Education.

Graduate, Mount Carroll Seminary, 1894; Instructor, *ibid.*, 1894–99; Ph.B., University of Chicago, 1901; Frances Shimer School, 1901——.

ANGELINE BETH HOSTETTER, PH.B., Latin.

Ph.B., University of Chicago, 1907; Graduate Student, *ibid.*, 1909–10; Instructor, Central College, Pella, Iowa, 1908–9; Instructor, Frances Shimer School, 1903–4, 1905–6, 1910–11; Study in Paris, Summer, 1911; Instructor in French, Annie Wright Seminary, Tacoma, Wash., 1911–14; Instructor in French and German, Christian College, Columbia, Mo., 1915–16; Graduate Student, University of Chicago, Summer, 1919; Greek Division European Summer School, Bureau of University Travel, 1923; Leave of absence, 1925–26, for European travel; Certificat d'assiduité from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature; Frances Shimer School, 1916–17, 1918–25, 1926——.

MARY ORENDA POLLARD, A.M., English.

A.B., Middlebury College, 1896; A.M., 1900, Instructor, High School, Middlebury, Vt., 1897–1901; High School, Sherburn, Minn., 1902–4; Township High School, Evanston, Ill., 1905–10; Head Resident, Pi Beta Phi Settlement School, Gatlinburg, Tenn., 1913–16; Graduate Student, University of Nevada, 1901; Graduate Student, University of Chicago, Summers of 1904, 1908, 1909, 1925, 1926; Frances Shimer School, 1916–20; 1921——.

MABEL LOUISE PETERS, M.S., Biological Science.

Principal of High School, Petersburg, Mich., 1915–18; A.B., Michigan State Normal College, 1921; Assistant in Department of Botany, University of Michigan, 1921–22; M.S., University of Michigan, 1922; Frances Shimer School, 1922——.

ELLA FORTNA, M.S., Home Economics.

B.S., University of Nebraska, 1921; M.S., Iowa State College, 1924; High-school instruction, University Place, Nebraska, 1921–23; Penn State Normal, Summer, 1921; Nebraska Wesleyan University, Summers of 1922, 1923, 1924; Graduate Student, University of Chicago, Summer, 1926; Frances Shimer School, 1924——.

EDNA THOREEN, A.M., French.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer, 1923; Institute of French Education, Penn State College, Summer, 1925; University of Wisconsin, Summers of 1916, 1919, 1921; High-school teaching: Boone, Iowa, one year; Galesburg, nine and one half-years; Oak Park, one year; European Travel, Summer, 1924; Student at Cours d'été, Université de Lille, Bologne-sur-Mer, France, Summer, 1927; Frances Shimer School, 1925——.

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A.B., University of Indiana, 1915; A.M., University of Chicago, 1922; High-school teaching, 1916–25; Frances Shimer School, 1925——.

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B.A., Franklin College, 1916; B.D., University of Chicago, 1920; Frances Shimer School, 1926——.

RUBY BAXTER, A.M., Mathematics.

A.M., University of Illinois, 1927; A.B., Illinois Women's College, 1919; Graduate work, University of Chicago, Summer, 1923; Instructor in Mathematics, Danville High School, 1920–23; Jacksonville High School, 1923–26; Frances Shimer School, 1927——.

ETHEL H. BAKER, B.A., M.A., Head of the Department of English.

B.A., Cornell University, 1910; Emerson College of Oratory, 1915–17; M.A., Teachers College, Columbia University, 1922; Graduate work in Boston University, Summers of 1925 and 1926; High-school teaching, 1911–14; Preceptress and Instructor in English, Westbrook Seminary, 1917–19; Instructor in English, Gardner School, 1919–22; Emma Willard School, 1922–26; Ogontz School, 1926–27; Grafton Hall, 1927–28; Frances Shimer School, 1928——.

MARIA L. JENSCHKE, B.H., M.A., Spanish, Assistant in French.

B.H., University of Chile, S.A., 1920; Graduate work in English, *ibid.*, 1922–24; M.A., University of Wisconsin, 1928; Teaching: Assistant in English, Instituto Pedagojico, University of Chile, 1923–24; Instructor in Spanish and German, Tusculum College, 1925–26; Assistant in Spanish, University of Wisconsin, 1926–28; Frances Shimer School, 1928——.

HYLA G. SNIDER, PH.B., M.A., Economics, Sociology, and Stenography.

Ph.B., University of Chicago, 1927; M.A., University of Chicago, 1928; Office experience, 1918–21; Instructor in Shorthand and Typewriting, Marengo, Illinois, High School; Frances Shimer School, 1928——.

LAURA M. FLYNN, B.S., M.S., Physical Science.

B.S., Iowa State College, 1923; M.S., Iowa State College, 1927; Graduate work in Physical Sciences and Home Economics, *ibid.*, 1927–28; Instructor in Chemistry, Waterloo High School, 1923–25; Assistant in Chemistry, Iowa State College, 1925–28; Frances Shimer School, 1928——.

ELEANOR PARKER, A.B., M.A., Speech, English.

A.B., Upper Iowa University, 1926; M.A., Northwestern University, 1928; Instructor in Dramatics, Delhi, Iowa, High School, 1926–27; Frances Shimer School, 1928——.

THELMA FOX HOMEDEW, B.A., Secretary to the President.

B.A., University of Wisconsin, 1923; Instructor, Naperville Public Schools, 1920–21; Secretary, Miss Harris' Schools, Chicago, 1926–27; Frances Shimer School, 1923–26; 1927——.

MILDRED L. JAYNES, B.A., PHYSICAL EDUCATION.

B.A., Carleton College, 1924; Summer School, University of Minnesota, 1927; Instructor in Physical Education, Grand Rapids, Minnesota, 1925–28; Frances Shimer School, 1928——.

ANITA E. C. JOHNSTON, B.A., Librarian.

B.A., Westbrook Women's College, 1919; Graduate work in Columbia University in Library Science, 1920; Somerville and Merton Colleges, Oxford, England, work in Architecture and Art, 1924; Librarian, Sullins College, 1919–21; Librarian, Ferry Hall, 1921–27; Frances Shimer School, 1928——.

JENNIE JEAN HINKEN, Accountant.

Hope College, 1925–27; Western State Normal School, Kalamazoo, Michigan, 1920–22; Instructor in Commerce, Lowell, Michigan, 1922–24; Pana, Illinois, High School, 1924–25; Frances Shimer School, 1927——.

THE DEPARTMENTS OF MUSIC AND ART

ELIZABETH SCHUSTER, Principal in Piano.

Piano, Harmony, and Composition, C. L. Capen; Organ, S. B. Whitney, Boston, 1893–96; Piano, private pupil of Barth; Organ, Grunicke, Berlin, 1896–97; Piano, Josefly, New York, Summer, 1909; Private studio, Grand Rapids, Mich., 1899–1905; Meredith College, Raleigh, N.C., Professor of Piano, Instructor of Harmony and Analysis, 1906–9; Carleton College, Northfield, Minn., Director, School of Music, Professor of Piano, Organ, and Harmony, 1909–12; Shorter College, Rome, Ga., Head of Organ Department, Professor of Piano, Instructor in Harmony and Analysis, 1912–15; Frances Shimer School, 1915——.

GRACE MARIE BAWDEN, Instructor in Art.

Student in Music, Mount Carroll Seminary, 1891–92; Graduate in Art, Mount Carroll Seminary, 1894; Postgraduate work in Art Institute of Chicago, 1901, 1902, and 1904; Instructor in private classes in Art, 1894–98; Art Institute, Summers of 1918, 1923, 1925; Frances Shimer School, 1898——.

MINNIE STOWELL WALLACE, MUS.B., Instructor in Voice, History of Music and Public School Music.

Mus.B., Oberlin Conservatory of Music, 1911; Voice with Thomas N. MacBurney, Chicago, 1913–14, 1919–20, Summers of 1914, 1915, 1918, 1922, 1923; Director of Music, Union Christian College, Merom, Indiana, 1911–13; Private pupils, Chicago, 1914–18; Voice and Piano, Adrian College Conservatory, Adrian, Michigan, 1920–22; Frances Shimer School, 1923——.

MARGUERITE K. ALLYN, B.A., Assistant in Piano.

B.A., Ohio Wesleyan University; Graduate of Chicago Musical College, 1923; Supervisor of Music, Kenton, Ohio, Public Schools, 1917–18, 1921–22; Instructor in English, Kenton High School, 1920–22; Frances Shimer School, 1923——.

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Evelyn Wood, *Postmistress*
Fred Sack, Jr.
Albert Hoover } *Buildings and Grounds*

SUSAN C. COLVER LECTURESHIP FUND

The late Mrs. Susan E. Rosenberger, with her husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in honor of Mrs. Rosenberger's mother by giving certain securities to the School. The lecture for 1927–28 was given by Mr. Lorado Taft, Chicago.



Alumnae Gateway

LECTURES AND RECITALS
1928–29

Dean Shailer Mathews, University of Chicago
"Does Education Educate?"

Leo Ornstein, Pianist

Dr. Gerald Birney Smith, University of Chicago
"The Forward Look"

Alma Peterson, Soprano, Chicago Civic Opera Company

Edgar C. Raine
"Alaska" (illustrated lecture)

Florence Jackson, Wellesley College
Vocational Guidance

Stanley Deacon, Baritone

Rev. Charles Durden, Bloomington
"Jesus at the Crossroads"

Dr. Theodore G. Soares, University of Chicago
"Can Human Nature Be Changed?"

Dr. Asa J. Ferry, Edgewater Presbyterian Church, Chicago

Franklin D. Elmer, University of Chicago
"Palestine"

Professor Arthur E. Holt, Chicago Theological Seminary

Hartmann String Quartet

Dr. John Timothy Stone, President, McCormick Theological Seminary, Chicago

HISTORY

The School is not an experiment: it is now educating the fourth generation of young women. It was opened on May 11, 1853, by two young women from New York State, Frances Ann Wood and Cinderella Gregory, the latter of whom withdrew from the work in 1870. For a period of forty-three years the institution was known as Mount Carroll Seminary and was administered by its founder, Mrs. Frances Wood Shimer. By her wish in 1896 it was transferred to a Board of Trustees of fifteen members, representing the University of Chicago, the alumnae of the Seminary, and the citizens of Mount Carroll. Since that date the institution has been known as "The Frances Shimer School." It is not maintained for profit. The School and all its resources are held in trust. All the earnings of the School are used to maintain and improve its work.

The hundreds of graduates and pupils of Mount Carroll Seminary are included as graduates and pupils of the School, and this large constituency, with traditions of culture and Christian service of seventy-five years, furnishes a constant source of support.

LOCATION

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi River, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. Mount Carroll is the county seat of Carroll County, and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee & St. Paul Railway, one hundred twenty-eight miles west of Chicago. It is accessible also by automobile over state highways Nos. 27 and 40, through which excellent connections are made with the Lincoln Highway and other great thoroughfares.

AIM

The purpose of the School is to train its students for life rather than for any particular college or vocation. It seeks to develop strong minds in strong bodies, to give a background of knowledge, to create tastes and standards of value, to instil principles of conduct that are worthy and Christian, and to inspire, through instruction and training, ideals that are democratic and altruistic, to the end that its students may realize their obligation to make some individual contribution to the common welfare. Through its environment and all its activities the purpose of the school is to stimulate an interest in the worth-while things of life—in health, in work, in play, in religion, and in the love of beauty in nature and in art.

EQUIPMENT

Frances Shimer School has the advantage of seventy-five years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The School plant consists of twelve buildings, solidly constructed of brick and stone, heated by steam, lighted by electricity, and furnished with modern conveniences. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational aims of the institution. Adequate fire protection is secured by standpipes with hose connections on each floor and by fire escapes on every building where students reside.

DEARBORN HALL
(1903)

This building for Instrumental and Vocal Music is named for Mrs. Isabel Dearborn Hazzen, formerly head of the Department of Music for over twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

HATHAWAY HALL
(1903)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, of the class of 1869, a sister of Mrs. Hattie N. LePelley, a former Trustee of the School, who gave liberally toward the erection and furnishing of the building. The three floors contain rooms for forty-five people, baths, and a common social room furnished by the Mount

Carroll Seminary and Frances Shimer School Association of Chicago. Hathaway Hall is the home of the Academy Senior and Junior classes.

WEST HALL
(1906)

West Hall is a well-equipped home for fifty people. On the ground floor is a large homelike common room, with fireplace, that is a favorite gathering place for all students. The art studios are on the upper floor. Bathrooms are on all floors where pupils reside.

METCALF HALL
(1907)

Metcalf Hall contains offices of administration, post-office, bank, school bookstore, cloakrooms, classrooms, and auditorium. The auditorium is equipped with stage, curtain, and other facilities for school plays. The walls are adorned with pictures presented by various classes and individuals illustrating different periods of art and architecture, and including, among others, a plaster cast of a part of the frieze of the Parthenon, large photographs of the Roman Forum, the Parthenon, the Cathedral of Florence, Michelangelo's "Jeremiah," the Cathedral of Amiens, Rembrandt's "Syndics," Dürer's "Saints Mark and Paul," and St. Peter's Church.

The building is named in honor of Mrs. Sarah Metcalf, a lifelong friend of the School, whose son, the late Dr. Henry S. Metcalf, was long president of the Board of Trustees. The school is indebted to the late Andrew Carnegie for a gift of $10,000 toward the erection of this building.

COLLEGE HALL
(1909)

College Hall provides an attractive home for college students, and social rooms for the use of the entire School. The first floor contains a drawing room 40×32 feet, a broad, spacious reception hall, parlor, dining-room, and service kitchen.

POWER PLANT AND LAUNDRY
(1911)

In the steam plant, from which all buildings are heated, are installed two tubular boilers of 150 and 225 horse power. These boilers are served by Jones's underfeed stokers. The plant maintains an even pres-

sure of steam in the radiators in rooms and halls throughout the institution.

The School laundry, which is also in the building, is equipped with modern laundry machinery.

THE SCHOOL INFIRMARY
(1913)

This building affords excellent equipment for the care of students in case of illness. The building contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A registered, trained nurse is in constant residence. All cases of illness are cared for in the infirmary.

SCIENCE HALL
(1914)

Science Hall provides excellent facilities for the work in science. The first floor contains large, thoroughly equipped, modern laboratories for the work in Domestic Science. On the second floor are the Physics, Chemistry, and Biological laboratories, with all necessary modern appliances, and a commodious, well-appointed room for Mathematics.

WILLIAM PARKER McKEE HALL
(1922)

William Parker McKee Hall, built by funds contributed by the Baptist Board of Education, of red pressed brick with stone trimmings, is four stories high. The ground floor contains the central dining-room, serving-room, and kitchen. The other floors have a parlor for the use of students, a suite of rooms for the Dean of Women, a kitchenette, ample bathrooms, and rooms for fifty-six students and teachers. This building furnishes a home for College girls, and a dining-room for the entire School. This building is named for William Parker McKee in honor of the completion of twenty-five years of service as Head of the School. A portrait of the President by Ralph Clarkson, contributed by trustees and former students, hangs in the dining-room.

CAMPBELL MEMORIAL LIBRARY
(1925)

Campbell Memorial Library was erected during the year 1925 by funds furnished in part by Mr. George D. Campbell and Mr. S. J.

Campbell of the Board of Trustees, and by Miss Jessie Campbell, '07. The School is also indebted to the late Senator William McKinley for a gift of $5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the School. It is a two-story-and-basement building of the Colonial style of architecture, solidly constructed of brick, concrete, and steel.

The School had the benefit of much expert advice in planning the arrangement and equipment of the building, designed by the late C. A. Eckstorm, Chicago, and every care was taken to make it adequate for the purpose. It is finished in red oak, with rubber tile floors insuring the desired quiet. The equipment was furnished by the Library Bureau. The basement contains shelves for storage. The reading-room occupies the entire first floor. The present library of more than 7,000 volumes, besides many bound magazines and useful bulletins, is well catalogued and in charge of a trained librarian. The library is also supplied with many leading magazines and periodicals. The southwest corner of the rooms is reserved for the Hazzen Memorial Collection. This gift of over 1,000 volumes was made by the late Mrs. Isabel Dearborn Hazzen from the library of her husband, the late Henry Wilmarth Hazen, long a teacher in the School. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. The upper floor of the library will be reserved for an art gallery which the School is seeking to develop.

WINONA BRANCH SAWYER HOUSE
(1926)

Winona Branch Sawyer House, a commodious home for the president of the School, was the gift of Mrs. Winona branch Sawyer, of the Class of '71. It is built of brick in the Colonial style of architecture in harmony with the other buildings of the group.

GYMNASIUM AND SWIMMING POOL
(1929)

The School is improving its already splendid equipment by the addition of a modern gymnasium and swimming pool, for which ground was broken August 28, 1928. The building will contain on the first floor a tile-lined swimming pool, 60×25 feet, showers, dressing rooms,

drying-room, lockers, toilets, and modern facilities for the refiltration and sterilization of the water in the pool.

On the upper floor are the gymnasium, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing-rooms, and lockers. The main room, 87×52 feet, will give ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain and a well-appointed, modern system of lighting. Adequate provision is thus made for the work of the Department of Speech and Dramatics. The entire building is heated from the central steam plant.

The plans are the work of H. A. Anderson and Company of Chicago, successor to the late C. A. Eckstorm, whose firm designed the other buildings on the campus except Dearborn and Hathaway. The entire group of buildings has been outstanding for the unity and harmony in type of architecture. The contractor is W. L. Yokom of Dubuque. The building will be ready for use in September, 1929.

ENVIRONMENT

HEALTH

Conditions at the School have been designed to safeguard the health of students. Only students in good health are received; young women who need the constant care of a physician are not desired. A physician's certificate of general good health is required of all applicants for admission. All students have physical examinations on entrance; records of weight, posture, etc., are kept; and the work in Physical Education is planned for each one on the basis of these records. All cases of illness are cared for in the School Infirmary. The resident nurse cares for minor ailments, and in addition carries on an educational program in the maintenance of good health. In cases of serious illness the student employs a special nurse and a physician.

The food furnished by the School is wholesome and abundant. Parents and friends will assist in preserving the good health of the pupils if they will not send food or confectionery.

SOCIAL LIFE

The private boarding-school has an opportunity that does not come to the public institution—it commands and is likewise responsible for

all the students' time. Under these circumstances the extra-curricular activities become second only in importance to the program of the curriculum. Social education is part of college training. The activities of the various student organizations not only supply adequate diversion, but give valuable training in social co-operation and in the worthy use of leisure. The social atmosphere of the School is wholesomely democratic. Every girl is expected to use and develop for the general benefit whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, entertaining conversation, ability to appear at ease before an audience, are as much a part of the School ideal as are scholastic attainments. With the assistance of class counselors the students give class parties, lunches, dances, bazaars, teas, lawn fêtes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties. Occasionally they write their own plays. A Victrola with many valuable records aids in the cultivation of an appreciation of the best in music. A motion-picture machine is used for entertainment and instruction. A series of the better films selected by a committee in charge is presented during the year.

The location of the School is exceptionally favorable for the cultivation of interest in out-of-door life and sports. Golf, tennis, hockey, basket-ball, captain-ball, coasting, cross-country walks, and picnicking are a part of the daily life, contributing to appetite and sound sleep, and laying the foundations for physical health and mental poise.

RELIGIOUS LIFE

The intention is that the influences of the School shall be those of a refined Christian home. Daily chapel services are held, attended by all the teachers and pupils. Courses in Bible are included in the curriculum. A weekly prayer meeting is sustained by the Young Women's Christian Association. All pupils attend church, and Academy pupils attend Sunday school. An organized class in Sunday school at which attendance is voluntary is conducted for College students. Sunday evening a vesper service for the members of the School is held, led by the President, by one of the teachers, or by the Y.W.C.A., and once a month by an outside speaker who is a leader in religious thought or social service. Parents are asked to co-operate with the School in keeping Sunday free from visiting, to the end that the rest and quiet and religious exercises of the day may not be interrupted.

THE ART COLLECTION

With the unveiling by Mr. Lorado Taft of the cast of his statue of "Lincoln, the Young Lawyer," in Metcalf Hall on Thursday evening, December 16, 1927, the initial steps were taken in creating an art collection which has long been desired as an aid in realizing the ideals of the School. The functions of the Gallery will be twofold: it will be planned and maintained as a means of creating, stimulating, and training a love of the beautiful in life and nature, and of facilitating the study of art and a knowledge of its history and methods.

In developing the collection the policy will be to select works of art which possess charm, beauty, and human interest. It will include oils and watercolors, sculptures (both in bronze and in plaster), etchings, ceramics, textiles, and other examples of art that have determined aesthetic character.

In addition to the permanent collection, which is installed on the second floor of the Library building, there will be on exhibition from time to time loan collections, to the end that interest in the beautiful may be aroused, and tastes so cultivated and refined that they will carry over and enrich all of life.

Recent additions include a beautiful oil painting by Rudolph Ingerle, secured by purchase, and two choice etchings representing the old and modern type of the art, which were a gift.

The growth and usefulness of the art collection depend upon the interest and co-operation of students and friends. By the help of gifts of money and of works of high artistic merit the collection may become of increasing service to students, and an example to similar institutions of learning.

In June, 1928, through the co-operation of Mr. Robert Haarshe, director of the Art Institute of Chicago, the School had the privilege of exhibiting the Eighth Annual International Collection of Water Colors. In December, 1928, a canvas of the late Walter Sargent was presented to the School by the Class of 1928 and other friends. There has also been an exhibition during 1928-29 of a large collection of prints of old masters. Exhibitions of other collections have been arranged.

THE JUNIOR COLLEGE

In the reorganization of the American school system there is a tendency to redistribute the work of the high school and the college, and to include in the period of secondary education the first two years of college work. The new institution, the junior college, is today doing an increasing proportion of the work of the college Freshman and Sophomore years. It is a significant fact that of the more than three hundred junior colleges now in existence only thirty-six were established prior to 1913, and only fifteen are reported to have been established prior to 1907. Frances Shimer Junior College graduated its first class in 1910.

For students who wish to continue their education beyond the high school but do not desire the more extended type offered by the four-year college, the junior college, furnishing a practical and thorough training, serves as a completion school.

The tremendous growth of the large universities, resulting at times in overcrowding, frequently renders it advantageous to the student to do the work of the Freshman and Sophomore years in a smaller institution.

The private junior college combines a safe, comfortable, attractive home life and close association of students and faculty with the high quality and standards of instruction given in the large institutions.

Two years of the junior college serve as a transition from home into the larger and more complex life of the university. During this period students under guidance grow in knowledge, self-reliance, and in soundness of judgment, and are thus prepared to meet the exacting work and the deeper problems presented by the larger world of the great universities.

AIM OF FRANCES SHIMER JUNIOR COLLEGE

Frances Shimer Junior College is planned to meet the needs of two classes of students:

1. Those who plan to complete the four-year college course but who wish to take the Freshman and Sophomore years in the socially supervised environment of a private junior college of high scholastic standards. The diploma of the school admits to the Junior year of all

Middle-Western and Western colleges and universities, providing the work is chosen with reference to the requirements of the institution to which the student expects to transfer.

2. Those who wish to make the junior college a completion school. To such the junior college offers cultural literary courses of college grade combined with work in Domestic Science, Music, Art, and Expression.

ADMISSION TO THE JUNIOR COLLEGE

Entrance examinations are not required. Students will be admitted to full junior-college standing upon the presentation of fifteen units completed in a high school accredited by the North Central Association of Colleges and Secondary Schools, or by other recognized accrediting agencies. A student with fourteen units may enter on condition. A unit in any subject represents five periods a week for the school year. Classification will be given when the certified list of credits is presented. A candidate for admission must also furnish honorable dismissal from the school last attended, and evidence of good moral character.

REQUIREMENTS FOR GRADUATION FROM THE JUNIOR COLLEGE

The diploma of the Junior College will be granted upon the completion of sixty (60) semester hours' credit, not less than twenty-eight of which should be earned in a single year. Eight semester hours of English are required of all candidates for the Junior College diploma; the remaining fifty-two hours may be selected to meet the requirements of the institution to which the student expects to transfer upon the completion of her course, or in work adapted to the particular interests and talents of the individual student who plans to make the Junior College a completion school. Physical Education (four thirty-minute periods a week) is prescribed for all students.

GRADING AND CREDIT SYSTEM

The passing grade is C, or 70. An average grade of C plus (75) or above is required for graduation from the Junior College, and for recommendation to college.

Final examinations are given at the end of each semester. To ex-

phasize the importance of high standards in daily work, the final examination grade will count for only one-third in determining the final grade given for any course.

The letters A, B, C, D, and E are used to indicate a student's achievement in a course, with the following significance:

A—90-100—Superior work.

B—80-90—Very good work.

C—70-80—Average, passing.

D—60-70—Below passing, but carrying with it the privilege of a second examination within six weeks.

E—Failure.

A final report of standing will be sent to parents or guardian at the end of each semester. Informal mid-semester reports are also rendered to indicate the progress of the student.

Students will carry sixteen hours' work each semester. A semester hour represents one hour of class or two hours of laboratory work for one semester of eighteen weeks. The class hour is sixty minutes in length. A student of marked ability may, with the consent of the faculty, carry eighteen or twenty hours, the extra hours to be in the Music, Art, or Speech departments.

FRANCES SHIMER JUNIOR COLLEGE IS ACCREDITED

The work of the School is accredited by the North Central Association of Colleges and Secondary Schools and by other standardizing agencies of similar importance.

A student who has completed the Junior College course at Frances Shimer School may enter all Mid-Western colleges or universities with full Junior standing, provided the work done here is chosen with reference to the requirements of the college of her choice. The following institutions have granted advanced standing to pupils who did one or more years of college work at the Frances Shimer School: Beloit College, Brenau College, University of California, Carleton College, University of Southern California, University of Chicago, University of Colorado, Columbia University, Cornell College, DePauw University, Detroit City College, Drake University, Evansville College, Grinnell College, University of Idaho, University of Illinois, Illinois Wesleyan



West Hall

University, Illinois Woman's College, University of Indiana, University of Iowa, Iowa State College, Iowa State Teachers' College, University of Kansas, Knox College, Lake Forest College, Lake Erie College, Leland Stanford, Jr., University, Miami University, University of Michigan, Mills College, James Milliken University, Milwaukee-Downer College, University of Minnesota, University of Nebraska, Northwestern University, Oberlin College, University of Oklahoma, Penn College, Pomona College, Rockford College, Rollins College, Shurtleff College, South Dakota Northern Normal School, Sullins College, University of Washington, University of Wisconsin.

JUNIOR COLLEGE COURSES

(Open only to students in the Junior College)

ENGLISH

English Composition I: First semester. The purpose of the course is to develop in the student the ability to speak and to write correct and effective English. For this purpose grammar is reviewed for those who need it, punctuation is studied, and personal conferences are held as needed. Weekly themes are required, and one long paper is written to train the student in note-taking, in outlining and organizing material, and in the use of the library. Text: Thomas, Manchester and Scott, *Composition for College Students*.

English Composition II: Second semester. The work is a continuation of English I. Weekly themes are required, and outside reading is done. Text: Clancy, *Thought and Its Expression*. Two periods per week. One of the two following courses is to be taken in conjunction with this course.

History of the Essay: Second semester. The development of the essay is studied from Montaigne to the present time, much reading being required and notebooks kept. The purpose is to develop an interest in reading other than fiction, and stimulate thought on topics of the day as discussed in current non-fiction literature. This course may be taken in conjunction with the course in Advanced Composition. Two periods per week.

American Literature: Second semester. The purpose of the course is to acquaint the student with the principal American writers in both prose and poetry from the Colonial period to 1900, and to show the development of American thought and ideals. This course may be taken in conjunction with the course in Advanced Composition. Two periods per week.

Survey of English Literature: Second semester. The course traces the development of English literature from the Anglo-Saxon period to the present day. The characteristics of each literary period are presented. Special reports on outside reading are required, and also the writing of one term paper. The essays and poems are discussed in the classroom. The aim of the course is not merely to cover the ground required, but

also to create an appreciation of good literature by means of the principles of literary criticism. Text: *Century Readings for a Course in English Literature.*

SHAKESPEARE: First semester. This work begins with a study of Neilson and Thorndike's *The Facts about Shakespeare.* Twelve plays representative of the four periods are studied carefully with reference to structure, characterization, and vocabulary. As an introduction to Shakespearean criticism one long paper is required, following a period of careful reading from the works of such critics as Bradley, Brandes, and Thorndike. Prerequisite: English I and English II A or II B.

AN OUTLINE OF MODERN DRAMA: First semester. A brief history of drama from the Restoration period to the period opening with Henrik Ibsen is presented. The dramatic revival of the nineties is studied carefully, followed by a consideration of the contemporary period. Fifty plays are analyzed and recorded in notebooks. The works of such critics as Thomas H. Dickinson, Frank Wadleigh Chandler, and Barrett H. Clark are used for reference. Prerequisite: English I and English II A or II B.

BRITISH POETS OF THE NINETEENTH CENTURY: Second semester. The poems of Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, Browning, and Arnold are studied with special emphasis upon the spiritual message of the poems. The principles of literary criticism are given, and the general characteristics of the Victorian period. One long paper and special reports on library reading are required. Parts of poems are memorized.

HISTORY OF THE MODERN NOVEL: Second semester. This course traces briefly the steps which led to the novel as a literary form. A study of eighteenth-century realism follows; the novel of purpose; the historical romance; the psychological novel. Considerable time is allowed for the reading and discussing of representative works from contemporary novelists of note. Methods of criticizing prose fiction are presented. One writer is chosen by each student for a more intensive study leading to the writing of a long paper.

HISTORY

1. AMERICAN HISTORY—FROM THE DISCOVERY OF AMERICA TO 1830: Text supplemented by readings and papers. Text: Bassett, *A Short History of the United States.* First semester.

2. American History—1830 to the Present Time: Second semester.

3. English History—Period to 1603: Supplementary reading in both source and secondary material. Notebook-work and written papers. Text: Terry, *English History*. First semester.

4. English History—1603 to Modern Times: Continuation of first semester.

LATIN

1. Cicero: *De Senectute;* Terence: *Phormio;* Latin writing. First semester.

2. Livy: Books 21 and 22. Selections from Book I. Latin writing. Second semester.

3. Horace: *Odes*. Outline history of Latin literature. First semester.

4. Tacitus: *Agricola* and *Germania*. Second semester.

FRENCH

1. First Year: Phonetics, grammar, dictation, conversation. Texts: Fraser and Squair, *The New Fraser and Squair Grammar;* Spink, *Le beau pays de France*.

2. Second Year: Advanced work in grammar and composition. Themes throughout the year. Texts: Labiche et Martin, *La poudre aux yeux;* Fraser and Squair, *The New Fraser and Squair Grammar;* Lavisse, *Histoire de France;* De Sauze, *Contes gais;* Halévy, *L'abbé Constantin*.

3. Third Year: Grammatical review. Themes and sight translation throughout the year. Reports on books read outside of class. Texts: François, *Advanced French Composition;* Manley, *Eight French Stories;* Dumas, *La question d'argent;* Danemarie, *Le secret de l'étang noir;* Loti, *Pêcheur d'Islande*.

4. Fourth Year: Composition and themes throughout the year. Reports on books read outside of class. Texts: Molière, *Le Bourgeois Gentilhomme;* Corneille, *Le Cid;* Badaire, *Précis de Littérature Française;* Hugo, *Hernani;* François, *Advanced French Composition*.

SPANISH

1. First Year: Grammar, pronunciation, dictation, conversation. Current events from Spanish periodicals. Texts: Wilkins, *New First Spanish Book;* Pittaro and Green, *Cuentos Contados*.

2. Second Year: Composition and a thorough grammar review. Reading in class and reports on outside reading. Conversation based on Spanish periodicals. Texts: Seymour and Carnahan, *Short Spanish Review Grammar;* Martinez Sierra, *Teatro de Ensueno;* Escrich and Carrion, *Fortuna and Zaragueta.*

MATHEMATICS

1. Trigonometry: Trigonometric functions of angles, logarithms, and the solution of triangles. Relations between functions of more than one angle, inverse functions, and trigonometric equations. Text: Wilczynski and Slaught, *Plane Trigonometry.* Prerequisite: Algebra and Geometry. First semester.

2. College Algebra: Algebraic review, progressions, complex numbers, logarithms, combinations and permutations, mathematical induction, theory of limits, theory of equations, determinants, partial fractions, and probability. Text: Rietz and Crathorne, *Introductory College Algebra.* Prerequisite: Algebra and Geometry. Second Semester.

3. Plane Analytical Geometry: Geometry of a straight line, circle, parabola, ellipse, and hyperbola. Transformation of co-ordinates. Tangents and polars of the conic. Polar co-ordinates, graphs, and problems on loci. Text: Fine and Thompson, *Co-ordinate Geometry.* Prerequisite: College Algebra and Trigonometry. First semester. Open to Sophomores only.

4. Differential Calculus: Theory of limits, derivation of formulas for differentiation with applications, maxima and minima, differentials, curvature, partial differentiation, series, and expansion functions. Text: Granville, *Differential Calculus.* Prerequisite: Analytical Geometry. Second semester. Open to Sophomores only.

CHEMISTRY

1. General Inorganic Chemistry: Text: Deming, *General Chemistry.* Laboratory manual: Deming and Arenson, *Laboratory Manual.* Laboratory fee, $5.00 each semester. Four laboratory periods and three recitation periods a week. Both semesters.

2. Organic Chemistry: Four laboratory periods and 3 recitation periods a week. Text: Cohen, *Theoretical Organic Chemistry.* Manual: Fisher, *Laboratory Manual of Organic Chemistry.* Prerequisite: one-year course in General Inorganic Chemistry. Fee, $5.00. First semester.

PHYSIOLOGY

An introductory course in the study of physiology and includes a study of the circulatory, respiratory, digestive, and nervous systems of the body. The work is partly experimental and partly demonstration. The laboratory manual is prepared by the Physiology Department in the University of Chicago. Text: Kimber and Gray, *Anatomy and Physiology*. Laboratory fee, $5.00. Offered each semester.

ZOÖLOGY

This course embraces the fundamental principles of zoölogy. Only a few animals, as reviewed from the evolutionary standpoint, are considered. Morphology is co-ordinated with physiology, ecology, and behavior, and serves to illustrate the probable course of evolution. The course parallels Zoölogy I as given at the University of Chicago. Laboratory fee, $5.00. Text: Newman, *Elements of Zoölogy*. Laboratory Manual: Hyman. Second Semester.

1. BOTANY: A general survey of the principles of botany. Morphology is studied by means of type forms from the four great plant groups. Ecology, plant physiology, and reproduction are also emphasized. Laboratory fee, $5.00. Text: Sinnott, *Principles and Problems in Botany*. First semester.

2. BOTANY II: Course in Systematic Botany. Prerequisite: Elementary Botany. Laboratory fee, $5.00. Text: Gray, *Lessons in Botany*. Laboratory manual: Gray, *Manual*. Second semester.

PSYCHOLOGY

An introductory course which aims to acquaint the student with the fundamental facts of the science and its application. Text: Robinson and Robinson, *Readings in General Psychology*. Collateral Reading: Pillsbury, Titchener, Thorndike, Watson, and others.

EDUCATION

A survey course including a study of (1) the development of the American school system, (2) the major problems of education, and (3) present-day theories and practices in Education. The purpose is (1) to orient the student in the great field of Education and to prepare for specialized study, and (2) to introduce those who wish to prepare for teaching to the problems connected with the organization and adminis-

tration of schools. Texts: Judd, *Introduction to the Scientific Study of Education;* Frazier and Armentrout, *An Introduction to Education.* Collateral reading: Thorndike, Cubberly, Dewey, Terman, Bagley, Strayer, Charters. Second semester. Open only to college Sophomores.

SOCIOLOGY

The course follows the method of that group of sociologists which is considered by some the most scientific—namely, the study of the group, with some emphasis upon the individual, but with main attention to group action. The processes involved in collective behavior will be studied, and an attempt made to relate these processes to actual everyday problems which confront the student. Text: Park and Burgess, *Introduction to the Science of Sociology* (University of Chicago Press). Supplementary reading from sociological material in library. Classroom method: Lecture and discussion of text and cases. Written work, problems, tests.

ECONOMICS

The following are included among objectives in the teaching of economics: (1) to understand the processes by which men make a living—"the nature of man's wealth-getting and wealth-using activities"; (2) to develop capacity for intelligent judgment in economic issues; (3) to recognize that economic factors are present in all social groups; and (4) to build up a technical vocabulary which has to do with economic life. Text: Ely, *Outlines of Economics;* Supplementary, *Outlines of the Economic Order* (Questions); (by University of Chicago Committee). Assigned readings. Classroom method: Lecture and discussion, in which the materials are related as nearly as possible to situations which fall within the sphere of the student's experience. Written tests. Occasional five- or ten-minute tests—thought questions. Three long papers, and an occasional short exercise. Oral reports.

BIBLICAL HISTORY

FIRST SEMESTER

HISTORY OF THE HEBREWS: The course includes a study of the political, social, and religious development of the Hebrew people from the call of Abraham to the Babylonian captivity. Text: Kent and Bailey, *History of the Hebrew Commonwealth.*

SECOND SEMESTER

LIFE OF CHRIST: This course is a careful study of the life of Christ, his land, people, times, and his teachings. Texts: Burton and Mathews, *Constructive Studies in the Life of Christ;* Mathews, *Social and Ethical Teachings of Jesus.*

HISTORY OF ART

HISTORY OF ART: Course begins with early Egyptian art but is based mainly on the painting, sculpture, and architecture of the period of the Renaissance and since that time. Instruction is supplemented by the use of pictures. A notebook and two term papers are required of each student. Text: Gardner, *Art through the Ages.* Offered each semester.

HOME ECONOMICS

The courses offered in this department are planned for two classes of students, those who expect to specialize later in Home Economics and those who desire some fundamental knowledge of household problems.

1. FOODS: A study of foods emphasizing composition and nutritive value in relation to cost; food combinations; preparation and serving of meals; commercial processes; pure-food legislation; special problems such as child diet, school lunch, and special diets; cost of food in relation to the family budget. Three double laboratory periods and 2 recitation periods a week. Text: Sherman, *Chemistry of Food and Nutrition.* Prerequisite or concurrent: Chemistry. Fee, $15.00 each semester. Both semesters.

2. CLOTHING I: Construction of garments; study of textiles as to fiber, weave, tests; textile economics; hygiene of clothing; choice and care of clothing. Three double laboratory periods and 2 recitation periods a week. Text: Woolman, *Clothing, Choice, Cost, Care.* Prerequisite or concurrent: Design. Fee, $5.00. First semester.

3. CLOTHING II: Advanced garment construction; application of principles of design to costume; use of dress form; study of historic costume in relation to modern dress. Three double laboratory periods and 2 recitation periods a week. Text: Fales, *Dressmaking.* Prerequisite or concurrent: Clothing I or one year of High-School Clothing; Design. Fee, $5.00. Second semester.

4. DESIGN: Fundamental principles of design and their application to dress, architecture, etc.; a study of line, light and dark, color, com-

position, proportion, and lettering. Three double laboratory periods and two recitation periods a week. Text: Goldstein, *Art in Every Day Life*. Fee, $5.00. First semester.

5. Applied Design: Application of design to materials—paper, cloth, leather. Problems in book-binding, portfolios, block printing, tied and dyed work, basketry, hat boxes, and leather tooling. Four double laboratory periods a week. Prerequisite: Design. Fee, $5.00. Second semester.

6. Home Management: A study of household budgets and accounts; investments and savings; household equipment and its care; schedule of work; upkeep of the home; home laundering; home nursing. Four recitation periods a week. Text: Andrews, *Household Economics*. First semester.

7. Home Planning and Furnishing: A study of historic types of architecture as influencing present-day styles; period furniture; relation of good design in the planning and furnishing of a home artistically and conveniently; house plans. Three double laboratory periods and two recitation periods a week. Text: Robinson, *Domestic Architecture*. Prerequisite: Design. Fee, $5.00. Second semester.

Note.—Foods, Clothing, and Home Management are offered every year. Applied Design will alternate with Home Planning and Furnishing.

SUGGESTED HOME ECONOMICS COURSE*

	Semester Hours
English	8
Chemistry	8
Foods	8
Clothing	4
Design	4
Electives	24
	60

*Additional Home Economics courses may be chosen as electives. Students who plan to teach before continuing their college work should elect Physiology, Psychology, and Education.

TEACHERS' COURSE

FOR JUNIOR COLLEGE STUDENTS

Students who complete the following course will be recommended by the Illinois State Examining Board to the County Superintendent to receive second-grade certificates to teach in the elementary grades and

may be indorsed by the County Superintendent for teaching in the first two years of high school, without examination. The course meets all the state requirements for a first-grade certificate except practice teaching. Such a certificate may be obtained after one year of successful teaching.

	Semester Hours
English	8
Mathematics or Natural Science	8
American or English History	8
Economics	4
Educational Psychology	4
Introduction to Education	4
Electives	24
	60

MUSIC

Credit toward graduation from the Junior College will be given for the following courses which may be offered as electives.

HARMONY

A study of harmony at the keyboard and by written work covering major and minor keys, key relationship, intervals, triads in all forms and their relationship and identification to keys, cadences, all chords of the seventh, the dominant ninth, altered chords, chord progressions in four-part writing, appoggiatura, suspensions, anticipations, passing-tones and chords. Analysis of hymns. Text: White, *Harmony and Ear Training;* Chadwick, *Harmony*. Four periods a week. First and second semesters.

HISTORY OF MUSIC

The course in History of Music covers ancient as well as modern music, with special attention to the development of music since 1700. One recitation each week is devoted to compositions of musicians studied in the preceding three recitations, either in the form of a recital or of analysis, in order to make the results of course of practical value. Text: Hamilton, *Outlines of Music History*. First semester. Miss Wallace.

APPRECIATION OF MUSIC

The purpose of this course is to develop in the student, through intelligent listening, a better understanding and comprehensive appreci-

ation of the various types, periods, and forms of music; illustrated with records. One hour. Offered each semester.

APPLIED MUSIC

Credit, not to exceed eight of the sixty hours required for graduation from the Junior College, may be given for advanced work done in Piano, Violin, or Voice (not a combination of two) with these conditions:

a) Applicant must present at the same time a course in Harmony covering four hours a week for thirty-six weeks.

b) The work in applied music must be of an advanced grade with one hour's instruction per week and two hours' practice per day for one year.

PUBLIC SCHOOL MUSIC

This course offers an opportunity for comprehensive study of the theory and practice of public-school music. It is offered for high-school graduates who desire to prepare for supervising music in the public schools, and for grade teachers who wish to conduct the work in music in the individual grade.

A diploma will be granted upon the completion of sixty hours of work, which shall include Theory and Practice of Public School Music, and two years of private lessons in Voice. The work in Voice must be of an advanced grade, with one hour of instruction per week and one and a half hours' practice a day throughout the school year. Membership in the school Glee Club is also required of all students in the Public School Music Course.

First Year: Notation; ear-training; outline of systematic work for first four grades; presentation of the rote song; methods of presentation and development of the different rhythmic and melodic problems. Two hours a week, first and second semesters.

Second Year: Methods (cont.); study of child voice in the upper grades; art of conducting; relation of supervisor to the grade teacher; continuous practice work throughout the year under the direct supervision of the critic teacher. Two hours a week, first and second semesters.

The following tentative course is outlined for those who wish to qualify for the diploma in Public School Music:

FRESHMAN YEAR

FIRST SEMESTER	Semester Hours	SECOND SEMESTER	Semester Hours
English	4	English	4
Harmony	4	Harmony	4
Voice	2	Voice	2
Public-School Music	2	Public-School Music	2
Elective	4	Elective	4
	16		16

SOPHOMORE YEAR

FIRST SEMESTER	Semester Hours	SECOND SEMESTER	Semester Hours
Public-School Music	2	Public-School Music	2
Voice	2	Voice	2
History of Music	4	Education	4
Psychology	4	Electives	8
Elective	4		16
	16		

EXPRESSION

There is nothing that denotes a young woman's culture and refinement as greatly as does her speech. It is the purpose of this department to stimulate artistic self-expression and to develop a genuine appreciation of the best in literature.

A diploma in speech is granted to students who complete twelve hours of work in the department and have one year of private instruction in addition to forty-eight hours chosen from courses offered in the other departments of the Junior College. Not more than six hours in Speech may be counted toward the sixty hours required for the diploma in the general course in the Junior College. Not more than one diploma will be granted for sixty hours of work.

The following courses, each of which counts two semester hours' credit, are open only to Junior College students:

FUNDAMENTALS OF SPEECH: A course in the principles of speech, including training in the use and cultivation of the voice, and bodily expression as applied to the interpretation of literature. First semester, Freshman year.

PUBLIC SPEAKING: A course designed to give practical training in public speaking, particularly types of speaking demanded of the modern

college woman in club and community affairs. First semester, Freshman year.

LITERARY INTERPRETATION: Study of the technique required to interpret the different literary forms: lyrics, ballads, narratives, monologues; special attention to story-telling. The presentation of one program is required. Second semester, Freshman year.

EXTEMPORANEOUS SPEAKING: The purpose of this course is to develop in the student poise, confidence in expressing herself before others, and the ability to think on the platform. Individual attention is given to each student's needs. Second semester, Freshman year.

PLAY PRODUCTION: A course covering the selection, direction, makeup, and costuming of plays. It includes practical experience in the production of plays as well as acquaintance with a large amount of dramatic material. First semester, Sophomore year.

ADVANCED PLAY PRODUCTION: A continuation of the foregoing, with more detailed study of the technique of acting and directing in reference to little-theater and community groups. Each student is given experience in directing a play. Second semester, Sophomore year.

Suggested course for students expecting to classify for the diploma in Speech:

FRESHMAN YEAR

FIRST SEMESTER	Semester Hours	SECOND SEMESTER	Semester Hours
English Composition	4	English Literature	4
Fundamentals of Speech	2	Literary Interpretation	2
Public Speaking	2	Extemporaneous Speaking	2
Electives	8	Electives	8
	16		16

SOPHOMORE YEAR

FIRST SEMESTER	Semester Hours	SECOND SEMESTER	Semester Hours
Play Production	2	Advanced Play Production	2
Private lessons in Speech		Private lessons in Speech	
English Literature	4	English Literature	4
Electives	8	Electives	8
	14		14

SECRETARIAL STUDIES

These courses are open to both Junior College students and Academy Seniors. It is the aim of this department to equip students with skill in

taking moderately rapid dictation and transcribing it accurately. This involves the study of the theory of Gregg shorthand, and its application to material to be dictated—business letters and articles. Typewriting and shorthand are correlated, in so far as this is possible, that the student may learn to transcribe dictated material neatly and accurately. Shorthand may not be elected without typewriting as a concurrent course.

STENOGRAPHY (Gregg shorthand): During the first semester the fundamental principles of the system are learned and a small but common vocabulary built up. In the second semester the theory of the shorthand system and the work of vocabulary is continued and is augmented with periods of dictation from business correspondence. One unit.

TYPEWRITING: The first semester's work consists entirely in becoming acquainted with the use of the several parts of the machine; acquiring the mastery of the keyboard by touch; developing a minimum speed of fifteen words a minute when writing connected but unfamiliar matter. During the second semester typewriting and shorthand are closely correlated. Three periods a week are given to the transcription of shorthand notes, preceded by class discussions of the typing problems of form, punctuation, and spacing; two periods are devoted to the further acquisition of speed in typewriting from ordinary copy. One unit. Objectives: To develop skill in typewriting by the touch system. To acquire skill in the arrangement and style of business letters, manuscripts, specifications, telegrams, bills, and other office forms. Texts: Shorthand: *Gregg Manual, Gregg Speed Studies, and Graded Readings;* SoRelle, *The New Rational Typewriting;* Hakes, *Typewriting Speed Studies;* and Stuart, *The Typist at Practice.*

PHYSICAL EDUCATION

The aim of this department is to promote health, teach mastery of the body, improve posture, correct physical weaknesses, and to develop ideals of good sportsmanship. A large campus affords opportunity for out-of-door sports in the fall and spring. The 9-hole golf course on the campus is unusually attractive and well kept. A thoroughly modern and completely equipped gymnasium and swimming pool, ready for use in September, 1929, will furnish opportunity for all indoor activities.

The seasonal program offers:



Campus View

Fall: Hockey, tennis, golf, volley-ball, hiking, swimming.

Winter: Basket-ball, gymnastics, folk-dancing, low and high organized games, interpretative dancing, hiking, swimming.

Spring: Tennis, interpretative dancing, soccer, golf, hiking, baseball, swimming.

At the beginning of the year each student is given a thorough physical examination, and the kind and amount of work will be assigned on the basis of this examination.

Every student is required to have some form of physical exercise, designed to meet her individual needs, four periods a week throughout the school year.

Interest in sports is spirited. There are interclass contests in hockey and basket-ball. The annual tennis and golf tournaments, in which players compete for the golf and tennis cups, are eagerly awaited. Interpretative and folk-dancing are combined with dramatic work in the May Fête and other interesting programs.

The regulation gymnasium suit consists of black bloomers, a plain white middy, high white tennis shoes, and black stockings.

COLLEGE PREPARATORY COURSE

The courses of study in the Academy include the requirements necessary for admission to the best colleges. Any academic pupil who wishes to prepare for a specified college or university may pursue such studies as are required by that institution; other pupils may select such studies as they prefer, subject to conditions stated below.

Pupils who have completed the eighth grade may enter the first-year class.

Before classification pupils must present an official report from the school last attended, showing courses pursued, grade, and honorable dismissal. Classification will be delayed until a certified list of credits is presented; work done under private tutors will be accepted only on examination.

Pupils who desire certification to college must spend the Senior year here, carrying not less than four courses.

The requirements for graduation is fifteen units (a unit is credit given for a course meeting five times a week for the school year).

Each pupil is expected to carry four subjects; strong pupils may carry an extra course in Music, Art, or Speech. Physical Education is required of all pupils in addition to the 15 units mentioned above.

REQUIREMENTS FOR GRADUATION

I. General Course

	Units
English	3
Foreign language*	2
History	1
Mathematics	2
Science, taken in third or fourth year	1
Electives	6
	15

*Both units must be in the same language.

II. College Entrance Board Examinations

The following course is suggested for students who are preparing to take the examinations of the College Entrance Board for admission to the eastern colleges for women: Mount Holyoke, Smith, Vassar,

Wells, and Wellesley. Fifteen units shall be chosen from the following courses with reference to the requirements of the college which the candidate expects to enter. If admission is sought by the "new plan" it is suggested that those subjects which are offered for entrance shall be taken in the Senior year.

No student will be recommended for these examinations whose scholastic average is not 80 or above.

FRESHMAN YEAR

	Periods
English	5
Latin	5
Algebra	5
History	5

SOPHOMORE YEAR

	Periods
English	5
Latin (Caesar)	5
Geometry	5
Modern Language or History	5

JUNIOR YEAR

	Periods
English	5
Latin (Cicero)	5
Modern Language	5
Science (Botany)	7
or	
Mathematics (Adv. Alg.)	5
or	
History	5

SENIOR YEAR

	Periods
English	5
Latin (Vergil)	5
Modern Language	5
and	
Science (Physics)	7
or	
Mathematics { Solid Geom.	4
Mathematics { Math. Review	1
or	
History	5

ELECTIVES

Language—Latin, French, Spanish.

History—Greek, Roman, Modern, American, and Civics.

Science—Physiology, Botany, Physics.

Mathematics—Advanced Algebra, Solid Geometry.

Special Subjects—Music, Art, Domestic Science, Stenography, Typewriting, Expression.

One-half unit is allowed for Sewing one semester, eight periods a week. One-half unit is given for Cooking eight periods a week, one semester.

One-half unit in Music may be secured by taking instruction one hour a week for one year, practicing one and a half hours a day, or a unit for two years; in Voice, one hour's practice the first year; one and one-half the second. For two years' work in Speech, or for seven and one-half hours a week one year in Art, one credit is given. Not more

than three of the fifteen units offered for graduation may be made up of Music, Art, Speech, Stenography and Typewriting, Cooking, Sewing.

A modern language may not be taken until the second year.

Stenography is open to students in the fourth year of the high-school course.

ENGLISH

First-Year English: First semester: The objective of this course is to create a taste for good books and to develop the ability to read work of moderate difficulty with intelligence and appreciation. Furthermore, stress is laid upon written work, that a correct foundation may be laid in grammar, punctuation, penmanship, and paragraphing. There is much oral work, that there may be constant insistence upon the elimination of such elementary errors as personal speech-defects, foreign accent, and obscure pronunciation. Such works as Stevenson's *Treasure Island*, Macaulay's *Lays of Ancient Rome*, Cooper's *Last of the Mohicans*, and Irving's *Sketch Book*, are studied in class. Interest in outside reading is secured through a competitive plan, with stars given for varying degrees of excellency in making book reports. Hitchcock's *Junior English* is used as the basis of written work.

Second-Year English: First semester: During the second year the study of standard classics is continued. The novels chosen are more complicated in plot and characterization than those of the first year. George Eliot's *Silas Marner* and Scott's *Quentin Durward* are read. The chief Shakespearean play studied is *As You Like It*. Several works are read outside of class from a suggested list. Four weeks are spent on Greek myths as a preparation for the classical allusions in English literature. Written work is continued. In grammar the emphasis is placed upon the relation of phrases and clauses to the whole sentence. Punctuation is studied in considerable detail.

Second semester: The objective of this semester is to give a general outline of the development of American literature. A notebook upon the lives and works of authors is kept. Reports are made upon outside readings. Poems are memorized. The work in grammar and composition is continued.

Third-Year English: The aim of this year is to develop an appreciation of literature in relation to life. The work is based upon the collection of classics found in Candy's *Literature and Life*, Book III. The writ-

ten work emphasizes the development of longer themes. Paragraphing is taught. The work of the year also includes a careful review of grammar.

Fourth-Year English: First semester: The fourth year is somewhat a preparation for the Comprehensive Examination given by the College Entrance Board. However, its larger purpose is to cultivate a fondness for good literature and to encourage the habit of reading with discrimination. Neilson and Thorndike's *History of English Literature* is used as a background for the literature. Both *Hamlet* and *Macbeth* are read along with a study of the theater of Shakespeare's day. Carlyle's *Essay on Burns*, with a brief selection from Burns' poems follows the work in Shakespeare. An intensive study of a Victorian novel with reference to the technique of plot, characters, and setting completes the literature work of this semester. In composition, a weekly theme is required, and considerable writing during class periods. Quotations are learned and written from memory. A brief review of English grammar is given, with special emphasis on clauses, infinitives, and participles.

Second semester: The literature study of this semester begins with Milton's *Minor Poems* and Macaulay's *Life of Johnson*. The work of this semester, however, emphasizes the modern period. Contemporary essays, verse, and plays are read. Several book reports are required. *Précis* writing takes the place of grammar. Weekly themes take the form of expositions and editorials. One long term paper is required in order to give drill in outlining, note-taking, and the general use of a library.

LATIN

FIRST SEMESTER

Foundations of Latin (1): Inflections. Text: Ullman and Henry, *Elementary Latin*.

Caesar (2): *Gallic War*, Book i, 1–29; Book ii. Prose Composition. Text: Beeson and Scott, *Second Year Latin*.

Cicero (3): *In Catilinam* i, ii, iii. Text: Moore, *Cicero's "Orations."*

Vergil (4): *Aeneid*, Books i, ii, iv. Text: Fairclough and Brown, *Vergil's "Aeneid."*

SECOND SEMESTER

Foundations of Latin: Syntax, Reading. *Fabulae Faciles*.

Caesar: *Gallic War*, Books iii, iv; selections from Books v and vi. Prose Composition.

CICERO: *In Catilinam* iv; *De Imperio Cn. Pompei, Pro Archia,* and selections from *Letters.*

Aeneid vi. Selections from Ovid.

LATIN REVIEW COURSE (one period a week)—for Seniors preparing to take college-entrance examinations.

FRENCH

FIRST SEMESTER

FIRST YEAR: Conversational method. Text: Meras, *Le premier livre.*

SECOND YEAR: Advanced work in grammar. Text: Lavisse, *L'histoire de France;* De Sauze, *Contes Gais.*

THIRD YEAR: Composition and conversation continued throughout the year. Text: Manley, *Eight French Stories;* Danemarie, *L'étang noir.*

SECOND SEMESTER

FIRST YEAR: Text: Meras, *Le second livre.*

SECOND YEAR: Text: Lavisse, *L'histoire de France;* Halevy, *L'Abbé Constantin.*

THIRD YEAR: Text: Loti, *Pêcheur d'Islande;* Dumas, *La question d'argent.*

SPANISH

FIRST SEMESTER

FIRST YEAR: Grammar, pronunciation, conversation, and dictation. Text: Wilkins, *New First Spanish Book.*

SECOND YEAR: Composition and thorough grammar review. Conversation and themes based on reader. Texts: Seymour and Carnahan, *Short Spanish Review Grammar;* Escrich and Carrion, *Fortuna and Zaragueta.*

SECOND SEMESTER

FIRST YEAR: Continuation of first semester's work in grammar, pronunciation, conversation, and dictation. Current events from Spanish periodicals. Texts: Wilkins, *New First Spanish Book;* Valera, *El Pajaro Verde.*

SECOND YEAR: Continuation of grammar review. Current events from Spanish periodicals. Reading in class and reports on outside reading. Texts: Seymour and Carnahan, *Short Spanish Review Grammar;* Martinez Sierra, *Teatro de Ensueno;* Alarcon, *El Capitan Veneno.*

SCIENCE

PHYSIOLOGY (1): The course presents in an introductory manner the general anatomy and functions of the human body. It is adapted to first-year students and aims to give a knowledge of the processes of circulation, respiration, digestion, and nervous control. Demonstrations. No laboratory. First semester. Text: Martin, *Human Body*, abridged edition.

HYGIENE: After giving a brief summary of the normal activities of the body, the course aims to give reasons and methods for promoting good health in individuals and communities. There is also a practical study of first aid. Second semester. Text: Blount, *Health, Public and Personal*.

PHYSICS (4): Millikan and Gale. Laboratory work twice a week. Laws of Motion; Pressure in Liquids and in Air; Molecular Motions and Forces; Work and Heat Energy; Magnetism; Electricity, Sound, and Light.

BOTANY (3): Andrews. An elementary study of the structure, nutrition, and classification of plants. The principles of plant propagation and breeding, forestry and ecological grouping. Field trips form an important feature of the course.

MATHEMATICS

FIRST SEMESTER

ALGEBRA (1): Slaught and Lennes. Elementary Course. Introduction to the Equation; Positive and Negative Numbers; Addition, Subtraction, Multiplication, and Division; Squares of Binomials; Graphs.

PLANE GEOMETRY (2): Slaught and Lennes. Plane Geometry, Rectilinear Figures; Straight Lines and Circles.

ALGEBRA (3): Slaught and Lennes. Advanced Course. Review of Elementary Algebra, with a more complete study of Quadratic Equations, Ratio, Variation and Proportion; Exponents and Radicals; Progressions; Binomial Theorem.

SECOND SEMESTER

ALGEBRA (1): Simultaneous Equations; Special Products and Quotients; Factors; Quadratic Equations; Fractions with Literal Denominators; Ratio and Proportion.

PLANE GEOMETRY: Measurement of Straight Line-Segments; Areas of Polygons; Regular Polygons and Circles. Original demonstration throughout the course.

SOLID GEOMETRY: Lines, planes, and angles in space; a consideration of polyhedrons, cylinders, cones, and spheres, with computation of surfaces and volumes. Text: Slaught and Lennes, *Solid Geometry*.

HISTORY

FIRST SEMESTER

GREEK HISTORY (1): Text: Breasted, *Ancient Times*.

MEDIEVAL HISTORY (2): Webster, *Medieval and Modern History*. From the period of the German migrations into the Roman Empire through the Reformation.

UNITED STATES HISTORY: A brief survey of events in the United States from the discovery of America through the period of reconstruction. Text: Fite, *History of the United States*.

SECOND SEMESTER

ROMAN HISTORY: Text: Breasted, *Ancient Times*.

MODERN HISTORY (2): Webster, *Medieval and Modern History*. From the Reformation to early twentieth-century Europe.

CIVICS (3): Study of the form and functions of government. Text: Forman, *American Democracy*.

Supplementary reading, some source work, and notebooks required in all history courses.

HOME ECONOMICS AND HOUSEHOLD ART

SEWING: Study of textile fibers and fabrics; fundamental processes in construction of garments; use of sewing-machine and attachments. Three double laboratory periods and 2 recitation periods a week. Text: Small, *How To Know Textiles*. Fee, $5.00. Credit, 1 unit. First semester.

DEPARTMENT OF MUSIC

PIANO COURSE

This course, which pupils of average musical ability may, by taking two half-hour lessons per week and practicing three or four hours per day, complete in three years, is divided into six grades. In every grade a sufficient number of pieces will be given to insure proper development of style. The course for graduation also requires sufficient work in accompanying and transposing to render the pupil proficient in both.

Students may enter any grade for which they are found qualified. Some previous knowledge of the rudiments of music is expected of pupils entering the regular course. Superior advantages, however, are provided for those beginning music.

GRADES I AND II

Major and minor scales with corresponding chords and arpeggios and finger technique; studies by Duvernoy, Opus 176 and 120; Krause, *Trill Studies;* Loeschhorn, Opus 66, Book 1; Heller, Opus 47; Lecouppey, Opus 26; Bach, little preludes and two-part inventions; sonatinas; easy sonatas by Mozart, and Beethoven, Opus 49, Nos. 1 and 2; also melodious pieces of corresponding difficulty.

GRADES III AND IV

Scales continued; chords and arpeggios of the dominant and diminished sevenths; studies by Biehl, Opus 60 and 66; Loeschhorn, Opus 66, Books 2 and 3; Czerny, Opus 299; Hasert, Opus 50; Heller, Opus 45 and 46; Bach, three-part inventions and French suites; selections from Händel, *Album;* sonatas continued; Mendelssohn, "Song without Words"; modern composers.

GRADES V AND VI

Scales in double thirds; octave studies and advanced technical work; studies by Czerny, Opus 740; Cramer and Clementi, *Gradus ad Parnassum;* Bach, English suites and clavichord; Schumann's compositions; Weber's works, and pieces by Bendel, Godard, MacDowell, Liebling, Loeschhorn, Chopin, Henselt, and Grieg; Beethoven's sonatas; Bach's preludes and fugues.

ADVANCED COURSE

For those who desire to continue in the School and carry their work to a greater degree of attainment an advanced course has been arranged, as follows:

Czerny, *School of the Virtuoso;* Kullak, *Octave Studies;* études by Neupert, Seeling, Foote, and Moscheles; sonatas by Scarlatti, Weber, and Grieg; concerto in D minor, Mozart, and in C major, Beethoven; compositions by Raff, Reinecke, Liszt, Rubinstein, Schumann, Sinding, Debussy, and others; Beethoven's more important sonatas.

VIOLIN COURSE

GRADES I AND II

Particular attention is given to position, the manner of holding the violin and bow; also to good intonation and tone quality. Hohman, Books I and II; Mitchell, easy pieces; Wohlfahrt, Opus 45, Book I; Kayser, Opus 20, Book I; Mazas; Pleyel duos; Ries, Book I; pieces of corresponding grade.

GRADES III AND IV

Wohlfahrt, Opus 45, Book II; Kayser, Opus 20, Book II; Ries, Book II; Dancla, *Airs Variés*, Opus 89; selected pieces.

GRADES V AND VI

Hans Sitt or Schradieck scales; Sevcick, *Changes of Positions;* Mazas, Opus 36, Book I; Kreutzer, to double stop; études; Casorti, *The Technics of Bowing;* selected sonatas and concertos; suitable pieces; ensemble work.

ADVANCED COURSE

Mazas, Opus 36, Book II; Herman, preparatory double-stop études; Kreutzer, double stops; Fiorillo; Rode, caprices; Rovelli; Ganinie; Dancla, Opus 100. More difficult concertos and sonatas and pieces of corresponding grade.

VOCAL COURSE

MISS WALLACE

The first and most important consideration in voice-building is the establishment of correct breathing. This fact will be emphasized throughout the entire course.

GRADES I AND II

Exercises for tone production; exercises in breathing; elements of notation; exercises in vocalization and solfeggio; sight-singing.

GRADES III AND IV

Exercises in vocalization and solfeggio continued; exercises for articulation in English and Italian; studies by Sieber, Concone, Vaccai, Lamperti, Marchesi, and others are used; arias of moderate difficulty, ensemble singing.

GRADES V AND VI

More difficult studies in phrasing and expression; exercises for flexibility, embellishment, etc., at the same time building and memorizing a repertoire of church, concert, and operatic music.

ADVANCED COURSE

The continuation of first course, with more finish and breadth of style; greater familiarity with the standard operas and oratorios; Bordogni's 36 *Vocalises*, Books I, II; exercises, studies, and pieces of noted difficulty; proficiency in sight-singing; a knowledge of piano music equal to third grade. The final examination will include the rendering of a recital program memorized.

REQUIREMENTS FOR GRADUATION IN DEPARTMENT OF MUSIC

Completion of Grade VI in Piano, Violin, or Voice.

A public recital, the program to be selected by the instructor to suit the style and ability of the player.

The following Academic work:

	Units
English	3
French, Latin, or Spanish	2
History	1
Harmony	1
History of Music	½
Electives	5½

A diploma is granted upon completion of this course.

DEPARTMENT OF ART

The study of Art is encouraged among all pupils who have interest and ability in this particular field. Opportunity is offered for work in a variety of mediums with both vocational and cultural objectives.

GRADES I AND II

Chiefly pencil and charcoal work from the simpler casts, in outline and general light and shade, together with studies of familiar objects from still-life. Colored pencils, chalks, and pen-and-ink drawing. A pencil sketch class gives all students an opportunity to draw from nature, still-life, and life.

GRADES III AND IV

Drawing from the more difficult antique casts, with shadows carried farther. Pictorial composition. Outdoor sketching in various materials. Pastel and pen-and-ink work. Decorative work including enamels, gesso-craft, stenciling, fabric painting, and block printing. Studies from nature and still-life in monochrome and color.

GRADES V AND VI

Sketching and more difficult cast work. Water-colors and oils, from advanced still-life, and arrangements of fruits and flowers. Outdoor, interior, and life drawing and painting.

ADVANCED COURSE

Those who have completed the regular course and desire to continue are given a year of advanced work, consisting of original studies in all mediums. These are expected to show the pupils' ideas of composition in form, design, and color. They are to be landscape from nature, portrait, still-life, full-figure.

This course requires a minimum of three hours' instruction daily.

EQUIPMENT

The Studio is large and well lighted and is supplied with a collection of casts, pottery, antique brass and copper, draperies, studies, designs, and current art magazines.

REQUIRED ACADEMIC WORK FOR GRADUATION IN ART

	Units
French or Latin or Spanish	2
History	1
Rhetoric and Composition and Literature	3
History of Art	½
Elective Scholastic Work	6½

EXPENSES

The sum of $10.00 must be deposited when a room is engaged either by old or new pupils; no room will be reserved unless this deposit has been made. This deposit will be deducted from the bill of the first semester, or, if the pupil gives up the room before August 1, the deposit will be returned on request.

It is understood that all house pupils enter for the year unless written arrangements to the contrary are made on entering.

If bills are desired before payment is made, they should be asked for long enough in advance to have drafts in the hands of the School at the time of registration, on the day of opening. In the absence of a bill in advance, the regular fee, $390.00, for home and tuition must be paid at the time of registration at the opening in September.

When a student is compelled to be absent from the School by protracted illness of the student herself covering six weeks or more during term time, the loss for the time after the room is surrendered may be shared between the pupil and the School. *No money is returned to pupils dismissed or suspended.*

Pupils who are absent from the first recitation after the vacation in the winter or spring will be charged $5.00.

No pupil whose bills are not fully paid may receive a diploma.

The School offers a small number of worthy pupils of limited means opportunity to reduce their expenses by doing clerical work or work in the dining-room. Prospective students who seek such aid should write to the President, stating what part of the regular bill it is essential that they earn, and what kinds of work they are able and willing to do.

SUMMARY OF EXPENSES

CHARGES FOR THE SCHOOL YEAR

Home and tuition for the year, including board, room (with roommate), heat, electric light, washing of fourteen plain pieces of laundry a week, regular gymnastic work, chorus class, and tuition in not to exceed four studies in all branches except as noted below under "Extra Expenses." Of this amount $10.00 is payable when room is engaged, $390.00 at opening in September, and $250.00 January 1	$650.00
Fifth Study—per year	25.00
Tuition—day pupils	150.00
Lecture and recital fee for all house pupils and all scholastic day pupils	10.00

EXTRA EXPENSES FOR SCHOOL YEAR

Payable one-half with other school bills at opening and January 1

Room alone	$ 60.00
Piano lessons, principal, one hour a week	100.00
Piano lessons, assistant	80.00
Lessons in Singing	100.00
Violin lessons, one hour a week	100.00
Public-school music, two three-quarter-hour lessons a week, for the first year	50.00
Second year, same as first year, with the addition of practice work under critic teacher	50.00
Lessons in Harmony and Analysis, four three-quarter-hour lessons a week, three or more in class, for the year	30.00
Sight-singing, two half-hour lessons a week	15.00
Use of piano one hour a day	10.00
Extra hours	7.50
Use of room for violin practice	5.00
Lessons in Art (pencil-drawing, charcoal, pen-and-ink, water-color, oil, pastel), two and one-half hours per day	90.00
7½ hours per week (one unit, 36 weeks)	67.50
More or less time, not less than three hours a week in art, as above, per hour	.25
Speech, two lessons a week in class, three-quarter hour; one lesson a week private, one-half hour long	45.00
Courses in home economics (see that department)	
Courses in stenography and typewriting, one semester, $30.00; two	60.00
Laboratory fee, chemistry, zoölogy, and physiology, per semester (see departments)	5.00
Board, winter and spring vacations, $2.00 per day; per week	10.00
Graduate fee	5.00

Those who enter for second semester only, pay $350.00

STUDENT ORGANIZATIONS

Believing that direction may be given in the worthy use of leisure and that girls should be given an opportunity to effect social contacts in groups voluntarily organized to pursue common interests, club life is encouraged. Membership, though not cumpulsory, is strongly urged. The meetings of the various clubs are held on the first Saturday evening of each month, and are a combination of study and social gatherings.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

This organization maintains a weekly prayer-meeting, encourages social life among the pupils, sends delegates to national students' gatherings, takes charge of Sunday evening meetings occasionally, and seeks in various ways to stimulate religious interest among the pupils and interest in philanthropic work in the world.

CABINET FOR 1928-29

President Gladys Steven
Vice President and
Chairman of Membership Committee Helen Beck
Secretary and
Chairman of Publicity Committee Virginia Hess
Treasurer and
Chairman of Finance Committee Maxine Bledsoe
Chairman of Social Service Committe Margaret Keizer
Chairman of Religious Education Committee Pearl Graham
Chairman of Religious Meeting Committee Ann Finley
Chairman of Social Committee Beth Cahn
Chairman Advisory Board Miss Fortna

ATHLETIC ASSOCIATION

Purpose.—To arouse greater interest in physical education, stressing the enjoyment of sports and athletics, and the development of sportsmanship. The Athletic Association works in close co-operation with the Physical Education Department.

The point system offers four different awards: a small emblem, a large emblem, High Honors, and Laurel Links.

The Athletic Association sponsors the College-Academy hockey game on Thanksgiving Day; the hockey spread; a class basket-ball tournament; the basket-ball banquet; a bob-ride; five- and ten-mile hikes; the May fête; golf and tennis tournaments.

ATHLETIC ASSOCIATION OFFICERS, 1928–29

President Virginia Hess
Vice-President Margaret Shoemaker
Secretary Edna Salmen
Treasurer Catherine Best
Leader of Hikes Gretchen Turner
Head of Hockey Kathryn Steinaker
Head of Dancing Marion Miller
Head of Volley-Ball Elizabeth Canavan
Head of Basket-Ball Mary Woodland
Head of Soccer Mary Callahan
Head of Tennis Elizabeth Anderson
Head of Golf Jane Anderson
Recorder of Points Gertrude Best

GREEN CURTAIN

A Dramatic club, organized to create interest in good drama. Meetings are held for the reading and discussion of plays. The Club presents one or more long plays during the year and various one-act plays.

President Annette Kirby
Vice-President Catherine Best
Secretary Beth Cahn
Treasurer Mona Larson

STUDENT PUBLICATIONS

The *Frances Shimer Record* is a student publication, issued four times a year under the supervision of the English Department. Its purpose is to give students experience in expressing themselves easily, clearly, and pleasingly in writing, and to afford opportunity for the publication of worth-while pieces of work in prose and poetry that may be produced.

Fori Sociae Sorores.—It is the purpose of the Latin Club to become familiar with club organization and procedure, and to enjoy the Latin language and Roman customs in some of their lighter aspects.

Le cercle français.—The members of the French Club are organized for the study of French customs, games, songs, and plays.

The League of Women Voters.—This organization aims to arouse interest in good citizenship and the study of political and social questions of the day so that the members may become intelligent voters. They are organized under the constitution approved by the State League of Women Voters.



Caste of the Seventy-fifth Anniversary Pageant, June, 1928

Mathematics Club.—The purpose of the Club is to stimulate interest in mathematics in some of its practical and scientific applications.

Chorus.—This organization is open to Academy or College students interested in singing.

College Glee Club.—Open to college students interested in singing. It is the purpose of this club and the Chorus to extend acquaintance with and to create appreciation for good music, and to furnish opportunity for musical expression. The clubs appear on various School programs during the year and present a joint recital.

Travel Club.—The aim of the Travel Club is to acquaint the members with places of interest abroad. The Club is this year outlining a trip to Europe. Each meeting is spent in the study of one country to be visited, with discussions of the points of interest which a traveler should see.

Poetry Club.—The members of this Club devote their meetings to the reading of poetry which appeals particularly to certain members or the leader, and to discussions of the work of poets not studied in literature classes.

Current Fiction Club.—The purpose of this Club is to keep the members informed as to the content and value of recent fiction, the books being selected according to the tastes of the members.

Arts and Crafts Club.—The purpose of this Club is to acquire skill in making useful gifts.

GENERAL INFORMATION

Residence halls.—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the school buildings. Students living in the dormitories avoid many distractions, come into very close contact with the life of the School, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance, and to gain from their fellow-students an enthusiasm for study. Not infrequently the best and most lasting results of school life are derived from its associations.

Rules for house pupils are furnished on entrance. In general, they provide for such order and behavior of the pupils as would be expected in a cultured home. The students in the Junior College have student government under a constitution adopted by themselves and approved by the Faculty. Academy pupils are free within the grounds in recreation hours; when outside the campus they are chaperoned.

The rooms are designed to be occupied by one, two, or three girls; the majority being planned for two students. An extra charge is made for a single room. All rooms are furnished with single beds (3 feet × 6 feet 3 inches), chairs, study tables, chests of drawers, and window shades. The windows are 6×4 feet; the tops of the chests of drawers, 38×19 inches. Students furnish *rugs* (if desired), *bedding, curtains, towels, napkins and napkin ring, knife, fork, and spoon (for use at spreads and picnics), regulation gymnasium suit consisting of black bloomers, an all-white washable middy, high white tennis shoes, and black stockings. It is also recommended that they provide themselves with a hot-water bottle, an umbrella, and heavy walking shoes.*

The girls are required to care for their own rooms. On school days the rooms must be clean and in order by eight o'clock when recitations begin. Personal instruction is given the girls when necessary.

As a precaution against fire, stoves of all kinds—oil, alcohol, gasoline, and chafing dishes—are prohibited in pupils' rooms. Pupils are not allowed to keep lamps, candles, or matches in their rooms or to use electric devices.

Dress.—The School does not dictate definite rule of dress, since dress is expressive of individuality. It is suggested, however, that in the selection of clothing, two standards be observed: suitability and simplicity. For school wear, one-piece dresses of material suited to the

season have been found satisfactory. The conventional dinner dress has no place in the school wardrobe, although pupils do not wear their school dresses to dinner. One or two simple evening dresses for wear at the School parties are essential. Millinery is not an important problem. A simple tailored hat of becoming shape is all that is required. The same rule of simplicity and suitability applies to shoes. High heels are out of place on the campus except for evening. For every day and walking, plain, well-made sport oxfords with low or medium heels are best.

Clothing which must be sent to the laundry should be plain. An extra charge will be made for all pieces difficult to iron, and for laundering blouses between December 1 and April 1. Laundry must be marked, in all cases, with woven names (not initial letters) made by J. & J. Cash Company, South Norwalk, Connecticut. Write them for prices.

Absences.—Students are expected to attend all school exercises. Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations; such requests are rarely granted. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

No student may under any circumstances leave town without permission previously obtained from the Dean of Women on written request of the parent. Reasonable week-end absences are allowed. Such requests should be addressed directly to the Dean of Women and in ample time for correspondence. Frequent absences interfere with the studies and health of the pupil concerned and also disturb the work of other pupils, seriously diminishing the efficiency of the School.

Guests.—Parents who come to inspect the School, or who bring their daughters to the School, are particularly welcome. When notified in advance, the School makes arrangements for the entertainment of friends of pupils not to exceed three days at one time. At Commencement, only guests of Seniors can be received. Pupils are not excused from any regular school duty on account of guests, and are not allowed to go to the railway station to meet guests or see them depart.

Miscellaneous.—Books, stationery, music, art materials, toilet articles, inks, may be purchased at the School Book Store at current prices. These articles may be charged, and an account will be rendered three times a year.

Parents are urged to give their daughters a monthly allowance which should cover all their expenditures while at school. A college branch of a local bank is maintained for the benefit of student depositors.

The use of the telephone is limited, in the interest of pupils. All conversations are limited to parents and during recreation hours.

All express and telegrams should be sent in care of the School and should be prepaid to avoid delay.

Special requests of any kind should come from the parent to the President direct, not through the students. Parents should not consent to requests by pupils, involving suspension of School regulations, until written request has been made to the President directly and answer has been received.

All secret societies are forbidden in the School.

ORDER FOR THE DAY

7:00. Breakfast.
7:30. Recreation.
8:05–12:10. Study, recitations, practice, studio.
10:20–10:40. Chapel.
12:20. Lunch.
1:10– 3:25. Study, recitations, studio and practice.
3:40– 5:15. Recreation and physical culture.
5:30. Dinner
6:15– 6:45. Visiting hour.
6:45– 9:00. Study and practice.
9:30. Lights out.

Saturday evening, recreation.
Monday, study hours, 10:00–11:45 and 6:45–9:00 P. M. No recitation on Monday.
Monday afternoon, recreation and shopping.
Sunday, 2:30–5:00 P.M., quiet hour, 7:15 P.M., vespers.

GRADUATES, 1928

JUNIOR COLLEGE

Adams, Berneta Mount Carroll
Baker, Reine Driggs Denver, Colo.
Beardsley, Katherine Jane Kankakee
Bissell, Gwendolyn Pearle Louisville, Ky.
Bowles, Jean Riverside
Campbell, Virginia Jean Oak Park
Cox, Virginia Wyandotte, Mich.
Crist, Mary Elinor Beloit, Wis.
Edwards, Ellen Bernice Denver, Colo.
Ferris, Genevieve Hampton, Iowa
Fox, Alice Hampton, Iowa
Graham, Janet Congress Park
Hamilton, Constance Kokomo, Ind.
Havens, Ruth Savanna
Jaeke, Dorsel Maxine Dodge, Neb.
Johnson, Dorothy Bessie Mount Carroll
Johnston, Madeleine Spencer, Iowa
Kranz, Marion Louise Kankakee
Lemon, Katherine Babette Blue Island
Lloyd, Jeannette Elizabeth Boone, Iowa
Lourie, Elizabeth Moline
Mattes, Katherine Ellen Spokane, Wash.
Mearns, Ruth Jean Winnetka
Mosher, Madalene Lois Central City, Iowa
Overmyer, June Adele Algona, Iowa
Palmer, Alice Elizabeth Madison, Wis.
Peterson, Ruth Chicago
Shaner, Frances Alfreda Neponset
Sheehan, Libby Belle Streator
Shlaes, Dena Badonna Chicago
Shoemaker, Marguerite Mae Mount Carroll
Simmons, Ruth Elizabeth Woodhull
Soisson, Louisa Connellsville, Pa.
Tallman, Marian Rose Lanark
Terry, Kathryn Sidell

Tippery, Janet Blanchard.....Minneapolis, Minn.
Van Ness, Clarice.....Peterson, Iowa
Voltmer, Hazel Valentine.....Shannon
Wasson, Katherine.....Galesburg
White, Vernette.....Mount Carroll

ACADEMY

Anderson, Gertrude Ione.....Kankakee
Bledsoe, Maurine Iva.....Chicago
Boozer, Miriam.....Ames, Iowa
Campbell, Helen.....Oak Park
Ellis, Virginia C.....Oak Park
Estel, Margaret Edna.....Marshalltown, Iowa
Flexner, Helen Irene.....Pasadena, Calif.
Friend, Edith Rose.....Chicago
Hess, Virginia Van.....Chicago
Hinman, Jean Lory.....Denver, Colo.
Manchester, Betty Strayer.....Chicago
Medsker, Jeanne Elizabeth.....Muncie, Ind.
Mendelsohn, Madelaine.....Chicago
Munro, Marian.....Keota, Iowa
Nelson, Gladys.....Chicago
Paulson, Maurita.....Cedar Rapids, Iowa
Peterson, Winifred W.....Cedar Rapids, Iowa
Reber, Helen.....Wheaton
Reed, Emily Wheelock.....Culver, Ind.
Shoemaker, Margaret.....Evanston
Stine, Jean Shirley.....Moweaqua
Utley, Helen Bell.....Oak Park
Williams, Mildred.....Chinook, Mont.

JUNIOR COLLEGE STUDENTS, 1928-29

Allanson, Ruth Arline Mount Carroll
Allen, Jane Rockford
Alspaugh, Ellen Alice Livingston, Mont.
Amlong, Margaret Ellen Aledo
Anderson, Gertrude Ione Kankakee
Beaver, Kathleen Virginia Hannibal, Mo.
Beck, Helen Mae Benton, Wis.
Best, Catherine Lucille Milwaukee, Wis.
Boozer, Miriam Elizabeth Ames, Iowa
Boyce, Mabel Hannah Holland, Mich.
Boyd, Elizabeth Grenard Wauwatosa, Wis.
Bragg, Doris Mae Worcester, Mass.
Browning, Marjorie Ann Minneapolis, Minn.
Cahn, Beth Bradbury Sterling
Callahan, Mary Elizabeth Chicago
Campbell, Marie Simons St. Louis, Mo.
Canavan, Elizabeth B. Chicago
Clapp, Orena Frances Clinton, Iowa
Claussen, Alvera Ladalene Manning, Iowa
Cox, Mary Louise Wyandotte, Mich.
Curran, Elizabeth Menomonie, Wis.
Dambman, Erma Mae Chadwick
Davis, Mildred Virginia Savanna
Decker, Helen La Grange
Downing, Eleanor Mount Carroll
Duroe, Louise A. Sioux Rapids, Iowa
Eldridge, Virgilin Ethelyn Chicago
Ely, Davina Graham Brookfield
Estep, Virginia Chicago
Evans, Charlotte Deane Aurora
Fawley, Virginia Oak Park
Fogle, Dorothea Wood Wheaton
Fontron, Alice Hutchinson, Kan.
Fries, Betty Lee Chicago
Fulmer, Helen Mary Mount Carroll
Graham, Pearl Ann Martha Congress Park

Hecox, Elizabeth.....Los Angeles, Calif.
Helm, Madelyn.....Richland Center, Wis.
Hocom, Marjory.....Newell, Iowa
Hollinshead, Frances R.....Fulton
Hoover, Helen Edna.....Escanaba, Mich.
Holm, Phyllis C.....Oregon
Hurley, Anita.....Mount Carroll
Hults, Helen Elizabeth.....Sterling
Hutchins, Alice Naomi.....Streator
Iddings, Mary Jean.....Crown Point, Ind.
Imig, Catherine Beth.....Evanston
Irwin, Lucille Elizabeth.....Mount Carroll
Johnson, Margaret Isabelle.....Lead, S.D.
Joseph, Ruth.....Marion
Junkins, Mary Ruth.....Des Moines, Iowa
Kearnaghan, Helen Mary.....Mount Carroll
Keizer, Margaret.....Riverside
Kirby, Annette Katherine.....Chicago
Kirkpatrick, Eula Mabel.....Nichols, Iowa
Landsberg, Margaret.....Sac City, Iowa
Leland, Frances Roberta.....River Forest
Longfellow, Pauline Ellen.....Sheldon, Iowa
Lowman, Neva Lynne.....Madison, Wis.
MacKechnie, Hester Cohoon.....Chicago
McEldowney, Helen Alberta.....Chicago Heights
McEwen, Jeanie.....Rolfe
Meins, Mildred.....Sterling
Miller, Martha Jane.....Chicago
Mitchell, Geraldine Lee.....Chicago
Mull, Mildred Alta.....Cedar Rapids, Iowa
Munger, Margaret Edith.....Spencer, Iowa
Munro, Marian.....Keota, Iowa
Murdock, Rebecca Elizabeth.....Oregon
Neely, Aileen.....Carbondale
Newman, Orvilla.....Peru, Ind.
Nowlin, Mary Ellen.....Los Angeles, Calif.
O'Neill, Lillian Harriet.....Elmhurst
Oliver, Dorothy Louise.....Kewanee

Palmer, Mary Ruth Ottawa
Patton, Dorothy Lavonne Mount Carroll
Pfeiffer, Helene Quincy
Phillips, Marjorie Alice Mount Carroll
Prall, Amy West Clinton, Iowa
Pray, Harriet Mears Ashland, Wis.
Price, Tirzah Madison, Wis.
Randall, Dorothy Carolyn Rockford
Russell, Mildred Sac City, Iowa
Ryder, Margaret Louise Rockford
Sayer, Margaret Constance St. Louis, Mo.
Schreiner, Mildred Arlene Chadwick
Senn, Gladys Evelyn Chicago Heights
Shimmin, Edith Mona Rockford
Shoemaker, Margaret Evanston
Sinn, Arlien Manning, Iowa
Spensley, Olive Lorraine Chicago
Spickler, Julia Marguerite Muscatine, Iowa
Steinaker, Kathryn Jane Beloit, Wis.
Stenquist, Augusta Sofia Mount Carroll
Steven, Gladys Louise Chicago
Strobel, Janet Duluth, Minn.
Swannell, Caroline Wells Kankakee
Sweitzer, Mildred Florence Mount Carroll
Swenson, Helen Ernestine Rockford
Tenney, Elizabeth Madison, Wis.
Thurston, Helene Chicago
Tims, Delight Tama, Iowa
Todd, Ruth Jane Elgin
Truesdell, Katherine Galesburg
Turnbull, Emma Louise Lapeer, Mich.
Turner, Catherine Dewey Duluth, Minn.
Turner, Gretchen Kathileen Montfort, Wis.
Van Buskirk, Miriam Adele Villa Park
Van Hess, Virginia Chicago
Vawter, Helen Alberta Rochester, Ind.
Waddell, Avis Elizabeth Paton, Iowa
Wadsworth, Eleanor Elizabeth Duluth, Minn.

Webb, Mary Evelyn.....Chicago
Wentz, Georgia Marion.....Lake City, Iowa
Wheeless, Lucille Hortense.....Rockford
Wilkes, Caryl.....Chicago
Williams, Mildred May.....Chinook, Mont.
Wilson, Eleanor.....Moline
Woodland, Mary S.....Omaha, Neb.
Wright, Frances Caldwell.....Oak Park
Yokom, Dorothy Jane.....Dubuque, Iowa
Yokom, Florence Eleanor.....Dubuque, Iowa

ACADEMY STUDENTS, 1928-29

Allen, Abagail Grace.....Milwaukee, Wis.
Allen, Margaret Sandusky.....Covington, Ind.
Anderson, Lydia Elizabeth.....Red Wing, Minn.
Anderson, Jane Margaret.....La Grange
Avery, Edythe C.....Akron, Ohio
Bassett, Constance Roberta.....Odebolt, Iowa
Best, Gertrude Ardella.....Milwaukee, Wis.
Bigford, Zella.....Gibson, Ind.
Bledsoe, Nellie Maxine.....Chicago
Burrows, Marjorie E.....Des Moines, Iowa
Caddick, Ione.....Chicago
Clark, Lorraine M.....Oak Park
Crane, Marjorie Douglas.....Evanston
Cummings, Dorothy Maude.....Chicago
Dickerson, Lita.....Chicago
Doty, Eva Doris.....Chicago
Ellis, Rosella Sallie.....Chicago Heights
Finley, Ann Josephine.....Oneida
Fryer, Dorothy Harriet.....Milwaukee, Wis.
Gifford, Nela Artemia.....Springfield
Green, Katherine D.....Chicago
Hageman, Mary Elizabeth.....Rippey, Iowa
Hansen, Betty Jane.....Evanston
Hardwick, Constance.....Flint, Mich.
Hench, Marjorie.....Evanston
Hill, June Eleanore.....Chicago
Houtz, Elizabeth C.....Elmhurst
Howard, Marion Paul.....Chicago
Hull, Alyce Mae.....Chicago
Joffee, Myra Ina.....Chicago
Jones, Helen Margaret.....Plainfield
Kelly, Julia Willa.....Chicago
Kenfield, Pluma Harriet.....Bemidji, Minn.
Knapp, A. Louise.....Chicago
Kuehn, Wilma Marie.....Chicago
Lapham, Nancy Corinne.....La Grange

Larsen, Ramona Marie South Haven, Mich.
Lenhoff, Jane Chicago
Lubowich, Ethel Jay Chicago
Masden, Mary Wauwatosa, Wis.
Miller, Marian Beatrice Milwaukee, Wis.
Morgan, Phoebe Alma Lake Zurich
Morris, Mildred Stewart Monmouth
Murton, Dorothy Mae Chicago Heights
Nelson, Harriet Rose De Kalb
Noble, Mary Josephine Chicago
Palm, Janice L. Chicago
Pullen, Mary Elizabeth Oak Park
Rabinoff, Elaine Evelyn Chicago
Rike, Margaret Regina Memphis, Tenn.
Roberts, June Winifred Detroit, Mich.
Rode, Dorothy Ellen Chicago
Sager, Flora Dean Chicago
Salmen, Edna J. Winnetka
Shire, Rita Chicago
Slight, Miriam Newton, Iowa
Snyder, M'Lisse Irene Decatur
Strauch, Mary Kathryne Mount Carroll
Strauss, Harriet Vivian Milwaukee, Wis.
St. Sure, Frances Hobbins Madison, Wis.
Swats, Marion Virginia Chicago
Taggart, Joan Oak Park
Thompson, Isabel Frances Wilmette
Tideman, Edith Cecelia Wilmette
Trimble, Elizabeth Fay Chicago
Van Kuren, Pearl Manley Cedar Rapids, Iowa
Wiley, Jeanice Decatur
Williams, Margery La Grange

SPECIAL STUDENTS, 1928-29

Allanson, Mary Mount Carroll
Bradbury, James Mount Carroll
Colman, Mary Mount Carroll
Daly, Joy Mount Carroll
Deardorff, Della Savanna
Donovan, Marguerite Lanark
Flynn, Laura Mount Carroll
Fortna, Ella K. Mount Carroll
Hawbecker, Olive Mount Carroll
Honken, Alice Lanark
Hostetter, Beth Shannon
Hostetter, Linnaeus Mount Carroll
Hostetter, Marelene Mount Carroll
Isenhart, Arthur Mount Carroll
Jaynes, Mildred Mount Carroll
Miles, Mrs. Jane Mount Carroll
Petty, Suzetta Mount Carroll
Seitner, Betty Mount Carroll
Shaw, Hazel Savanna
Stadel, Mildred Chadwick
Turnbaugh, Emily Mount Carroll
Williams, Dorothy Savanna
Zuck, Mary Catherine Lanark

EVENTS, 1928-29

Sept. 13. Movie, *My Best Girl*
15. Who's Who Party
16. Vespers: Rev. Charles Durden, "Jesus at the Crossroads"
22. Dedication of the new Gateway
23. Vespers: Mrs. McKee, "Frances Wood Shimer"
29. Y.W.C.A. Picnic
30. Vespers: Y.W.C.A.

Oct. 6. Marshmallow Roast, Athletic Association
7. Vespers: President McKee, "How To Get the Most Out of This Year at Frances Shimer"
10. Lecture, Edgar C. Raine, "Alaska"
13. Club Night
14. Vespers: Miss Hostetter, Travel Talk
20. Movie, *Ramona*
21. Vespers, Miss Thoreen, Reading from George Fitch
24. Artist Recital, Leo Ornstein, Pianist
27. Academy Junior and Freshman Prom, Halloween
28. Vespers, Miss Pollard, Reading from Kipling

Nov. 3. Movie, *Her Cardboard Lover*
4. Vespers, Miss Fortna, Indian Program
10. Club Night
11. Vespers: Miss Peters, "Success"
17. Dramatic Club Play, *East Is West*
18. Vespers: Dr. John Timothy Stone, Text: "Go Home to Thy Friends"
24. Movie, *Hot News*
25. Vespers: Miss Flynn, "Madam Curie"
29. Thanksgiving Day. College-Academy Hockey Game
Thanksgiving Service, President McKee
College Freshman Prom
30. Lecture, Dr. Theodore G. Soares, "Can Human Nature Be Changed?"

Dec. 1. Spreads
2. Vespers: President McKee, Readings from Riley
5. Artist Recital, Alma Peterson, Contralto

8. Club Night
9. Vespers: Miss Parker, Reading from Play *You and I*
15. Christmas Recital, Music Department
16. Vespers: Miss Baker, "Spiritual Significance of Christmas"

Jan. 12. Bob-ride, Athletic Association
13. Vespers: Franklin D. Elmer, "Palestine"
19. Club Night
20. Vespers: President McKee, "The Perfect Life"
26. Movie, *The Last Command*
27. Vespers: Miss Hinken, "Arabia"

Feb. 2. Faculty Night
3. Vespers: Miss Morrison
4 and 5. Miss Florence Jackson, Vocational Adviser
9. Club Night
10. Vespers: Dr. Arthur E. Holt, Chicago
14. Artist Recital, Stanley Deacon, Baritone
16. Open Night
17. Vespers, Miss Jenschke
23. Academy Senior Prom
24. Vespers: Miss Schuster and Miss Allyn

Mar. 2. Dramatic Club
3. Vespers, Y.W.C.A.
9. Club Night
10. Vespers: Miss Wallace
16. Movie
17. Vespers, Miss Baxter
18. Artist Recital, Hartmann String Quartet
23. Music Recital
24. Vespers: Y.W.C.A., Easter Play

April 13. Club Night
14. Vespers: President McKee
20. College Sophomore Prom
21. Vespers: Miss Emerson
27. Open Night
28. Vespers: Miss Snider
Concert, Chorus and Glee Club

May 4. Academy Sophomore Prom
5. Vespers: President McKee
11. Founders' Day
12. Vespers: Miss Jaynes
18. Graduate Recital, Speech Department
19. Vespers: Mrs. Homedew
20. May Fête
25. Movie
26. Vespers: Miss Johnston

June 1. Outdoor Play, Speech Department
2. Vespers: President McKee
8. Banquets
9. Sermon before the Graduates
10. Art and Home Economics Reception
Commencement Recital
11. Class Day
12. Commencement

SOME NEEDS OF THE SCHOOL

Endowment.—The present endowment meets the requirements for Junior Colleges as a qualification for membership in the North Central Association of Colleges and Secondary Schools, of which the School has been a member continuously since 1909. There is need, however, for increased endowment that will yield an income that may be devoted to the improvement of the work of the School.

Dormitory.—The growth of the School is checked by a lack of residence halls.

Lecture Fund.—Additional funds are needed to endow lectures and recitals.

Art Collection.—Gifts of money are needed for the purchase of additions to the Art Collection.

Scholarships.—Scholarships are needed to aid ambitious and promising students of limited means.

The School has no indebtedness of any kind. All gifts will be used for the purposes indicated by the donor or applied to the improvement of instruction or equipment of the School. Gifts may take the form of contributions to the permanent endowment fund, of scholarships, or additions to material equipment.

FORM OF BEQUEST FOR ENDOWMENT

I give and bequeath to the Trustees of Frances Shimer School the sum of $—— to be invested for the permanent endowment of said School.

FORM OF BEQUEST FOR SCHOLARSHIP

I give and bequeath to the Trustees of Frances Shimer School the sum of $—— to be invested and called the —— Scholarship.

The Books of Account of this institution are audited by Lybrand Ross Brothers & Montgomery, chartered public accountants of New York, Pittsburgh, Philadelphia, Chicago.